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ABSTRACT

This study examines the changing role of the paraprofessional as viewed from the vantage point of the English as a Second Language (ESL) Bilingual classroom. The difficulty in encountering material on the role of the paraprofessional has led to some confusion in the minds of teachers as to how these assistants in the classroom are to be utilized. Some teachers under-employ them, while others give them too much responsibility. Some use them for routine work in the classroom, such as washing boards, giving out books, cleaning cupboards; others feel uncomfortable with another adult in the classroom, and convey that discomfort to the paraprofessional. It would seem that more consultation, discussion, sharing of experiences by teachers and paraprofessionals might lead to a set of guidelines. This could give an indication of how a teacher and a paraprofessional together, through sharing, planning and frank discussion, can accomplish much to aid each other and to accomplish the goal of all education -- the child's learning. Such a set of guidelines is suggested in this paper. (Author)

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THE ROLE OF THE PARAPROFESSIONAL

IN THE

ESL/BILINGUAL PROGRAM

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THE PARAPROFESSIONAL IN THE ESL/BILINGUAL PROGRAM

by

Anne McIlhenny

submitted in partial fulfillment of the requirements for the Degree of Master of Arts in the Teaching of English as a Second Language, Hunter College, the City University of New York.

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CHAPTER I

INTRODUCTION TO THE ROLE OF THE PARAPROFESSIONAL

in the

ESL/BILINGUAL PROGRAMS

A. Problems

1. Preparations for change in educational future.

2. Depersonalization of various groups.

B. Rationale

1. Greater need for more paraprofessionals and their more effective utilization.

2. Widespread failure of educational processes indicates need of more effective help.

C. Purpose and Justification

1. Deeper appreciation of the value of paraprofessionals in classroom situation.

2. Greater effort on the part of teachers to accept and train paraprofessionals for their role of future teachers.

D. Need for the Study

1. Very little material available on the subject.

2. Some suggestions for teacher-paraprofessional cooperation.

E. Personal Experience and Literature

1. I have worked with a bilingual paraprofessional for three consecutive years.

2. Citations from available literature are included mainly in Chapter II.

INTRODUCTION TO THE ROLE OF THE PARAPROFESSIONAL
ESL/BILINGUAL PROGRAM

In an article recently published in TESOL, Stephen Cooper states that very few graduate theses and dissertations in ESL deal with the crucial matters of bilingualism, English as a second dialect, testing, or the use of language laboratories in the teaching of English as a second language. He decries the fact that most M.A. programs do not require a thesis at all. He cites furthermore these same concerns as being those of Christina Paulston. Included in these are the needs of ESL students in areas of bilingual education, adult education, and standard English as a second dialect.[1]

I would like to focus in on what I consider a very important facet of the ESL/bilingual program. I believe that the utilization of the bilingual paraprofessional in the ESL/bilingual program will take on a wider and deeper significance as time goes on. I believe that paraprofessionals in every sphere will assume essential functions. To prepare for this future, teachers at present will also take on an additional role. Besides being responsible for the effective education of the students in their classrooms,

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[1]Stephen Cooper, "The Thesis and Dissertation in Graduate ESL Programs," TESOL 12.2 (June, 1978): 132

they will also become responsible for the professional development of the paraprofessionals in the actual work setting of the classroom. True, our past ways of educating have proved effective in most instances. The past must be considered as we plan for the future. But future-oriented we must be, as we prepare our children to live in the twenty-first century.

To a large extent, the future will be what people believe it will be. Enlightening us about the perils and prospects of the future is the role of the futurist, a new kind of scholar who may have a great deal to say about the preservation of mankind. Problems which we must face in the present in order to secure the world for our future citizens include such sobering items as nuclear energy, global communication, third world participation, extended life periods, causes of infections, world hunger, peaceful coexistence, exploration of outer space, and adaptation of today's methods in education to meet the challenge of the future which will encompass all these areas.

It has been well noted that in our industrial society, two classes of people have been deprived of their personhood. The right to work in a constructive way for the benefit of society has been confined to persons between the age brackets of twenty-five and fifty-five. Contributions of children, teenagers, and the elderly have been ignored to such an extent, that they are almost considered nonpersons. Yet in agricultural societies

there is no sharp definite distinction of persons according to age. Little children of four and five years make their contribution to family maintenance, and the elderly have an important function as well. It is said that the two classes of people who suffer most from violence on our city streets are children and the elderly. The fact that they are considered non-persons who contribute nothing valuable to our society makes them victims of the same society.

True, little children have been exploited and victimized by those who have insisted that they make a contribution. Yet, if the work asked of them is reasonable, it adds positively to their self-concept and self-image. The same principle applies to the elderly. When one is making a conscious contribution to society, and that contribution is valued, the person is fulfilled and is aware of his value. Through teachers and paraprofessionals working with children in the classroom, children are asked and even expected to work and to make their contribution to classroom activities. Together, teacher and paraprofessional can help the child feel his importance, his ability, and develop a positive self-concept.

A similar situation to that of the above has maintained with regard to minority groups in this country. In the cities, a certain type of interaction, and a language-based social mobility caused a rapid and widespread adoption of English as a second language by the immigrant

first generation. There was a rapid transmission of English as a second language to young people as their mother tongue prior to the 1960's. These immigrants were willing to make any accommodation to improve their lot in life. This was indicative again of the city, not of the agricultural areas, where immigrants, for the most part, retained their language, culture, and ethnicity.

In the United States of America, this de-ethnization was true, even of the Anglo-ethnics; for example, the Scotch-Irish, who spoke the English language necessary for mobility, but were forced to abandon customs prevalent in the Europe they had left behind. This manner of dealing with immigrants has not been true of all host countries. In many, provisions were made for these newcomers to maintain their language and culture, while at the same time they entered into the society of their new land. Recently, in theory at least, some changes have been apparent in the United States in favor of bilingual and bicultural education, including recognition of minorities with their need to preserve what is individual to them as a people. Just this past year the New York City Board of Education adopted unanimously a bilingual education policy statement. This included the opportunity for English dominant children to participate in bilingual programs where feasible. Several speakers at the meeting, many of them representatives of Italian, Haitian, Greek, and other ethnic groups spoke in support of the statement.

This broad-based demonstration of support removed whatever doubts some Board members may have had about the statement, and the amended statement was adopted by all. However, there is much to do and a long way to go before we achieve the goal of maintenance bilingual education for all. Children are our best resource for the future, and it depends on us just how well equipped they will be to face its demands, and to enjoy its benefits.

Since the event of Alvin Toffler's famous "Future Shock" the academic world has been adjusting to the psychological wrench entailed in coming out of its rigid departmental cubicles, and having its attention switched from the study of the past and present to a study of the future. Yet futurists still complain that most educational policy is still made in defiance of Edmund Burke's dictum that one cannot plan the future completely by the past.

Let us determine here and now that one of the certainties of the future in education will be the presence of the paraprofessionals in the classroom. At present, paraprofessionals implement special programs requiring individual help for children with specific learning problems. Hopefully, the presence of these paraprofessional persons will extend more and more into the actual classroom. The many obstacles to the learning process highlight the need for more trained personnel deeply committed to the future of our youth. Especially is this true of those urban areas euphemistically called changing neighborhoods.

Economically impoverished, arriving at school from burnt-out and crime-ridden areas, these students have a special claim to help. A devoted teacher and a dedicated paraprofessional can do much to change the self-image of these students, and to build up in them the self-confidence they so desperately need.

The public has been made more and more conscious of the recent failure of the schools to equip students with a mastery of the basic tools of learning. In the attempt to focus in on this, researchers have been hard put to answer why. Experienced teachers may be more or less successful than inexperienced ones. Class size may have little or no impact on student achievement. The amount of money a district spends may make little or no difference.[1]

However a study done in Philadelphia did show that added funds made a difference when they were used for special strategies; such as, making schools more heterogeneous, helping low achievers, or making teachers' salaries more reflective of productivity.

> When one reads that a high school student on Long Island sued the local school system because he could not read above the third grade level, and that the chief of personnel for the navy reported $250,000 worth of damages to a deisel engine because the sailor who worked on it could not read the directions

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[1]"Fall Survey of Education", New York Times, 16 October 1977, sec. 12, p.1

in the maintenance manual, one arrives at an obvious conclusion. The United States has a serious problem of illiteracy.[1]

To detail the matter further, the report of the New York State Commission on the cost, quality, and financing of elementary and secondary schools (Fleischman Commission, 1971) indicated that reading and mathematics failure is disproportionately high among Puerto-Rican elementary school students. The same report gave proof that progressive retardation measures by comparing junior high school achievement scores with elementary school scores, is most pronounced in this group, and finally that the dropout rate among Puerto-Ricans is higher than for any other group. Fifty-three percent of all Puerto-Rican students who were enrolled in tenth grade in academic high schools in May, 1969, had dropped out before two years had elapsed. Only forty-six percent of those remaining were enrolled in a college-bound track. The obvious conclusion to these facts is that some special programs relevant to bilingual education are needed to help this target group. In summarizing his reaction to the decision of the Supreme Court judges recently given in the Bakke case, Albert Shanker, president of the United Federation of Teachers wisely concludes,"The key to affirmative action without quota is education. We should not wait until the applicant is at the door of a medical or law school, and then decide to

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[1]"Spring Survey of Education", New York Times, 30 April 1978, sec. 12, p.1

overlook deficiencies and give special treatment. Special treatment is indeed called for, but the time to give it is in the elementary and secondary school, where we should be overcoming the effects of poverty and discrimination, and making sure every child learns. If we give special treatment early enough, there will be a fair distribution of successful applicants to professional schools from all ethnic and racial groups."[1]

The new chancellor in New York City, Frank J. Macchiarola, believes that a more careful selection of teachers for minority schools, and a plan of more thorough supervision of classes might better the situation. He questions the use of ratings achieved on the National Teachers' examinations as criterion for hiring these teachers in preference to those required by the New York City Board of Examiners for schools that have a low reading profile.

One of the ways in which the schools have endeavored to give this special help is to have a series of bandaid programs. Many of these are financed by the Federal Government, and are gladly received in the Title I schools, as they offer the opportunity for the school to have a greater number of teaching positions. Usually these programs have a paraprofessional helping the teacher in charge. A school might have as many as five or six of

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[1]"Where We Stand", New York Times, 9 July 1978, sec. 4, p. 7

these mini-programs, each one with a teacher in charge, or perhaps, even more than one teacher. The disadvantage of these programs, as we shall explore elsewhere in this paper, is that groups of children are taken out of the classroom several times in the day for special help, and the teacher rarely has the entire class together. Then, too, it dies appear, that a stigma is attached to the child who must go out of the classroom for these programs. Many teachers would much prefer that this federal money be spent on additional teachers and paraprofessionals for the classrooms, so that class size could be reduced. Then children could be given this special help in the environs of the classroom with no stigma of being different. This would have the added advantage of giving the paraprofessionals added experience also.

Introduction of irrelevant items into the curriculum is another of the problems in education. In the elementary grades, it would seem more logical to concentrate on the basic skills of language arts and mathematics. The fact that so much teaching time is wasted through inefficient planning on the part of administrators, lack of preparation on the part of substitutes and cluster teachers is another item to be remedied. While it is true that the Teachers' Union has done much for teachers, demands made by the Union have interfered with a true spirit of dedication in the public schools. Perhaps here, a more middle-of-the-road policy would be more helpful.

The problems of education in the school system are so vast that one hardly knows where to begin to attack them. However, Lawrence A. Cremins, president of Teachers' College, Columbia University, still feels that the teacher is a focal point in its solutions. A teacher and a paraprofessional working together with children, both inside and outside the classroom situation is a strong positive force. It has happened, unfortunately, that in programs and in classrooms where the teacher has had a paraprofessional helping, the latter has not been utilized to the fullest potential. This has worked to the detriment of the child, and to that of the paraprofessional also. Employment of the paraprofessional as a kind of glorified housekeeper has maintained in many situations. The paraprofessional is a professional person, and is in the process of becoming a teacher. Thus, whatever paraprofessionals can learn from a competent teacher will accrue to the benefit of the paraprofessionals and to their present and future students. As Toby B. Feld advises teachers, "Last year I started using our school aide, (all of the precious thirty minutes of time allotted to me) to help directly in my reading program, and I wonder how I ever got along without her. By taking on some time-consuming but important jobs, such as reinforcement of skills, supportive and enrichment activities, drill, reading games, culminating activities, and special projects, the aide enabled me to accomplish so very much

more in direct teaching." [1]

Teacher and paraprofessional can resolve many difficulties and give to the community and our nation some hope for the future. Not to use every means to attain success in the teaching profession is a grave injustice to all...children, parents, community, paraprofessionals. Finally it is a serious injustice to the taxpayer who pays dearly for education even if it is inferior, then pays for the failure of education through welfare, devastation wrought by crime, destruction, and the unbearable situation of having to live always in fear.

It would seem feasible that with the more widespread employment of paraprofessionals, that there would be more material available regarding the role they play in the classroom. It would seem also that one would find more articles written on how the teacher and paraprofessional can work together for the benefit of the child. It is not until one searches for this material through professional magazines, educational literature, and books written on the teacher, child, parent, community, that one discovers a dearth of material on the paraprofessionals. Even in

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[1] Toby B. Feld, "An Aide to Reading," Teacher March 1978, p. 89.

conferences given in educational circles and in state-wide and national educational meetings, the same absence is also noted. As there is so little available on this most interesting and vital topic, I decided to write my paper about the changing role of the paraprofessional in the classroom.

One area in which paraprofessionals are being more widely employed is in the area of the inner-city school in working with the so-called minority groups of children. Since reading scores of these children have been so far below average, and performance on all levels constitutes a problem, paraprofessionals have been placed with teachers in the federally-funded mini-programs, and as assistants in the bilingual classroom. In the bilingual classrooms, the problem of language is added already to the economic and social ones connected with the environment of these decaying neighborhoods. The area of education in these urban sectors should be a matter of great concern to every educator. This is another reason I have chosen to write on the part the paraprofessional can play here.

There is a wide belief that the quality of education given to the minority student is inferior to that given to the student in the middle-class suburban area...of the better socio-economic areas. Perhaps this will change with

recent tax legislation.

Before the advent of the bilingual classroom, which is of very recent occurrence, it was hardly recognized that except for unusually gifted students, there is a marked inability to learn both the English language and subject matter at the same time. Foreign-speaking students were grouped indiscriminately with native English speakers for all or most of the day. Whereas heterogeneous language grouping is valuable at the right time and at the right place, such groupings may be counterproductive at the outset. The child acquiring a second language has initial difficulties in communication, and consequently, may have a sense of insecurity, or even failure in the presence of native speakers of that language. The child will often be subjected to ridicule and teasing. It is small wonder that so many of the non-English speaking children never finished school, and went through life social and psychological failures, instead of being positive contributors to American society.

The teaching of English as a Second Language was of a formal and structured nature. These teachers were monolingual. Often students were forbidden to speak at all in their native language while in the school. And so then, as well as today, many teachers of these minority or non-

English speaking students had low expectations for their achievement. It is helpful if teachers of these students understand and speak the language of the students, and in a situation of this type, the paraprofessional can be of immeasurable assistance.

I work in a bilingual classroom, and for three years now, it has been my good fortune to have assisting me a bilingual paraprofessional from the Pupil Services Program. It is of great moment to me that the paraprofessionals are happy and productive in their work with our children, and that the children themselves receive the best education we can offer. I have explored the role of the paraprofessionals through working with and planning with them, and I have seen the tremendous difference it makes in the classroom when there are two, and not just one educator to discern and to plan for the children's individual needs.

What of the former type of English as a Second Language program, where students were taken out of the classroom in small groups to learn English? Here, having the bilingual paraprofessional and teacher, both of whom speak perfect English, it is possible to expose children little by little to English, almost unobtrusively, as part of their subject matter and ordinary conversation, while at the same time introduce the children to the Spanish alpha-

bet, sounds, and language arts. For example, in the first grade, reading and language arts will be introduced in Spanish. In mathematics, English can be used gradually as a medium of instruction, rather than a separate subject. Since in the teaching of mathematics, all kinds of games and concrete articles are used, there is an excellent opportunity for blending English conversation with the learning of the mathematics concepts. In the second half of the year, the English alphabet and English sounds can be introduced, after the children have become familiarized with them in the informal way of playing mathematics games through use of toys, foods, articles, and in conversations about the buying and selling of these articles.[1]

Another problem facing teachers and paraprofessionals in the inner-city school is that the paraprofessional is frequently a member of the same minority group as the children. Since teachers' expectations of the students are low, often teachers' expectations of the paraprofessionals are correspondingly low. Many times the para-

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[1] Andrew D. Cohen and Merrill Swain, "Bilingual Education: The Immersion Model in the North American Context," TESOL 10.1 (March, 1976): 45-55.

professionals have overcome great odds in attaining to the position they have. As such, they are a tremendous stimulus to the children, who relate to them well, and see possibilities of what they themselves can become some day. Then, too, children often can relate better to the paraprofessional than to the teacher, and in this way, the paraprofessional can be most helpful to the teacher.

So we see that the utilization of the paraprofessional can aid the implementation of English as a Second Language in the classroom. This is essential, since, while maintaining their own language, personality, and ethnicity, it is of the utmost importance that the children learn English; good, acceptable English, correct English, and English without a foreign accent. Joshua Fishman maintains that the younger the children are, the more quickly, correctly, and with no inhibitions will they learn a second or even a third language. He is a strong proponent of bilingual education...and of the maintenance of the native language, culture and ethnicity. According to him, the melting pot is no longer the American dream nor should it ever have been...A culture which does not encourage the learning of another language and culture is limited in its horizons and understanding of others.

So recognizing that English as a Second Language must

be an integral part of any bilingual program, or we cannot call it bilingual, we welcome the bilingual, minority-group member..the paraprofessional, to help achieve these far-reaching goals.

As has been stated elsewhere in this paper, there is very little material available on the role of the paraprofessional. It is difficult to find literature or personnel for consultation...Therefore, this is further justification of my own personal exploration and offering of my own conclusions.

The paraprofessionals are used most extensively in the inner-city schools and in the bilingual programs there. True, they have been used also in the Cureton Phonetics Program, an aid especially for black children in the learning of English sounds and the corresponding graphemes. The bilingual classroom is overcrowded; supplies are often not available. Frequently these programs receive little or no support from the administration of the school, which tolerates them because of the law. Logically, one would conclude that in a classroom of children whose first language is other than English, the class size would be smaller, and help would be more available, as teaching in two languages is a special program. However, the only help the teacher receives is the paraprofessional, and not every

teacher in the program receives one. A certain number is allotted to each school. Our school of eleven hundred children boasted of four bilingual paraprofessionals last year. One can see how the professional development of the paraprofessional is germane to some success in the classroom.

The paraprofessional whose first language is that of the students is invaluable in the ESL/bilingual classroom. Untold possibilities lie within each paraprofessional, and untapped resources. Teacher and paraprofessional together can plumb these depths to help the paraprofessional on to more profound self-discovery, and the realization that every talent is useful in the beautiful and satisfying vocation of the teacher.

As elsewhere stated, the primary concern of both teacher and paraprofessional is that the child learn English, at first in an informal and enjoyable setting. But their secondary concern will be that of preserving the children's native language and culture. In his article, "Cultural Heritage of the Southwest," Horacio Ulibarri states, "We cannot even conceive of a people without language, or a language without people. The two are

the same; to know one is to know the other."[1] Within this framework, we might place the rationale for the ESL teacher's awareness to all that is involved in the language of the people she is teaching. In language we may include culture, customs, way of life, and all those characteristics that make a people themselves. It is essential for the teacher to have examined the distinctive historical and cultural roots of the students she is teaching, their infusion into the American experience, their unique values and social mores, their varying economic and linguistic bases, and their unique relationship to our educational institutions and assumptions. Unfortunately such requirements are only beginning to be recognized by American middle-class society.

It is the responsibility of the educator to see that the student develops a pride in his heritage, so that the world be made safe for diversity. Often the teacher, a bilingual, is dominant in Spanish. This makes for an ideal combination for the bilingual classroom, in which the teaching of English as a Second Language must be of necessity, form an integral part, and must run as a current

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[1]Horacio Ulibarri, "Cultural Heritage of the Southwest," Mexican American: Focus on Opportunity, January 1970, p. 64.

through all subject areas.

So I might say that the purpose and justification of my paper will be to establish some procedures and a philosophy which will place the paraprofessional in a central position, in which this position in the classroom will assume co-responsibility with the teacher for the development of each child. I would also endeavor to plan with the paraprofessional in the area of class management. A beginning teacher must expend energy in establishing some classroom procedures and routines, so that these will become mechanical, in order to free both teacher and paraprofessional for the major part of their work, the education of the student. The teacher can be helpful to the paraprofessional also in matters of handling children well, in the use of techniques of behavior modification and reinforcement. As the paraprofessionals see these principles of behavioral psychology put into practice in the classroom they will learn much from the good sense and humor of the teacher in dealing with various personalities.

From the beginning, the paraprofessionals will sense the fact that the teacher has confidence in them. They can receive much from the guidance the teacher can give them and the benefit of the teacher's experience. Gradually, teachers can entrust more and more to the paraprofessionals.

By the end of a scholastic year, paraprofessionals should feel reasonably confident in their ability to direct a class of their own in the future.

Certainly a need for a study of this type can be established in these changing times, as the paraprofessionals increase in numbers and in power. Just this past school year, in April of 1978, the United Federation of Teachers held a weekend conference in Washington, D.C. just for paraprofessionals. This fact alone tells us that they have become an established and vocal part of the teaching profession. As usually they have more contact with the community than do the teachers, a study is needed to demonstrate how they can be brought to assume major responsibility in the classroom, and to become involved in relations between the school and the community in which the students live.

The difficulty in encountering material on the role of the paraprofessional has led to some confusion in the minds of teachers as to how these assistants in the classroom are to be utilized. Some teachers under-employ them. Others give them too much responsibility. Others use them for routine work in the classroom, such as washing boards, giving out books, cleaning cupboards. Others feel uncomfortable with another adult in the classroom, and convey

that discomfort to the paraprofessional. It would seem that more consultation, discussion, sharing of experiences by teachers and paraprofessionals might lead to a set of guidelines which could give an indication of how a teacher and a paraprofessional together, through sharing, planning, and frank discussion, can accomplish much to aid each other and to accomplish the goal of all education...the learning of the child.

Since the ESL/bilingual classroom is the first to receive paraprofessionals into the classroom to share the teaching role, this study of the changing role of the paraprofessional will be viewed from the vantage point of the ESL/bilingual classroom. But hopefully, the same principles can be applied to the paraprofessional as assistant in any classroom, when the day comes that other classes will be fortunate enough to have at least one paraprofessional with each teacher.

CHAPTER II

RESEARCH ON THE ROLE OF THE PARAPROFESSIONAL in the BILINGUAL/BICULTURAL PROGRAMS.

A. The role of the paraprofessional

1. Recent development in professional spheres
2. Reason for this development
3. Programs which employ paraprofessionals

B. Support for general and specific needs of the writer

1. General classroom management
2. Specific bilingual/ESL program

CHAPTER II

RESEARCH ON THE ROLE OF THE PARAPROFESSIONAL

In the early days of our country both bilingual and bicultural education were in use among the Dutch settlers. In Scandanavia, Quebec, and many other countries, children are instructed in two languages. In Amish country in Pennsylvania education is given in three languages. After World War I, however, the United States regressed into monolingualism. This situation prevailed until the late 1960's. Recently, with the increase in the number of non-English speaking immigrants, the shift has been once again to bilingualism.

Is integration the goal of this most recent trend? Clearly, immigrant goals of the past were those of assimilation. Indigenous groups, however, did not seek contact with Anglo-Saxons. They preferred incorporation to assimilation. The ideal, it would seem, is to maintain distinct cultures and languages, while at the same time to seek unity; and to work towards goals that better both the individual and the society in which the person lives.

Here we are presented with the challenge of the Bilingual/ESL programs in the schools. In the city of New York the situation is unique. Many students, although born here, speak Spanish at home. These students learn

some English from their companions, some from television programs, and the rest from their experiences outside the school. Their functioning in both languages will differ from that of the child who has left Puerto Rico one day, and finds himself in a New York City classroom the next.

The teacher must succeed in identifying the child's level of competence. The teacher will decide the program in which the child can function best. With the vast differences that individual students present, the teacher needs the special help of another professional who can aid her to discern, determine, and apply positive skills where needed. Children learn language best in normal situations of everyday experience. Here, in the Bilingual/ESL setting, the indigenous paraprofessional proves an invaluable asset. The Bilingual/ESL program can also profit from the findings of other programs which employ these paraprofessionals and aides.

A report recently issued treats of the effectiveness of the indigenous paraprofessional engaged in the Cooperative Extension's Nutrition Educative Program for low-income families in an inner-city community of New York.[1] Results of the study show that of the twenty paraprofessionals, all but one being black or Spanish-speaking,

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[1]Bettie Lee Yerks, Effectiveness of the Paraprofessional in Working with the Low-income Family: An Experimental Study. (Paper presented to the Adult Education Research Conference, St. Louis, Miss., 1975). Arlington, Va. : ERIC Document Reproduction Service, ED 110 843, 1975.

most of them had gained in knowledge and understanding of teaching and learning strategies. Interestingly enough, a majority had changed their feelings positively towards their tasks. Finally, and most gratifying of all, the greater number had rated above average persistence factors while on the job. This study provides evidence that it is possible to select, conduct in-service education for, and place in an inner-city community, paraprofessional men and women of backgrounds similar to those of their clientele.

This has been demonstrated again and again in the various programs introduced into the public schools by the Federal Government. It would be logical to presuppose that people whose cultural backgrounds are similar would work well together. Therefore a teacher or assistant whose cultural background and first language are those of the students would begin work with a natural advantage. In inner-city schools where there is a predominance of black or Spanish-speaking children, efforts have been made to provide teachers with an understanding of the students' culture. At the same time these teachers are asked to help in the training of paraprofessional personnel, who themselves are members of these minority groups. As we shall see in this study, various types of programs have been greatly enriched by the presence of indigenous paraprofessionals.

The ultimate measure of good teaching is how well students learn, perform, and grow. We will discuss here the effect of the paraprofessional on the aforementioned objectives of the school curriculum. To all appearances the paraprofessional is here to stay. The role, however, has gone through some changes. How can the teacher in the educational system be of greatest assistance to the paraprofessional, and through this means, further the goals of all effective teaching? What available resources are there for the exploration of the potential of the paraprofessional?

When one begins to do research, one notices the paucity of material on this topic. There is little written on the role of the paraprofessional, and less on the type of program in which this valuable person can be employed. Perhaps this is because the paraprofessional as such is so new to the field of education. According to Reissman and Gartner[1], the Parent Teacher Education Magazine estimates that the number of paraprofessionals in 1977 has arisen to about one and a half million. A study conducted for the United States Office of Education of all compensatory programs for the disadvantaged reported on between 1963 and 1968, found that of the one thousand programs examined, only "twenty-three were

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[1]Frank Reisman and Alan Gartner, "Paraprofessionals-The Effect on Children's Learning," Education in a Dynamic Society (New York: Free Press, 1967), p. 414.

found to have yielded "measured educational benefits of cognitive achievement". Eleven of these latter involved the use of paraprofessionals. Most of the reports were for programs operating prior to 1967, when the use of paraprofessionals was only beginning to play a major part in the schools.

Recent studies in Indiana, Minnesota, Colorado, and New York indicate more specifically the effect on pupil learning where a paraprofessional is actively involved with the students. In Minneapolis, pupil learning as measured by pretests, using the Metropolitan Reading tests given at five month intervals to 234 children, was fifty percent greater in kindergarten classes with a paraprofessional than when there was no aide.[1] Studies done in Greenburgh, New York and in Greeley, Colorado show the same type of results. A study done by the Psychology department of Indiana University on a tutoring program where paraprofessionals are successfully tutoring first grade children for fifteen minutes a day, five days a week in some fifty projects in twelve states has shown decisive improvement in the reading performance on the part of the children.[2]

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[1] Teacher Aide Project. Minneapolis Public Schools. Minneapolis, Minn., 1968.

[2] Project Description in material distributed at the National Conference on Paraprofessionals, Career Advancement and Pupil Learning, University of Indiana, 1969.

A New York City program, STAR (Supplementary Teaching Assistance in Reading) used paraprofessionals to train parents to read to their children. Studies done of the students (first grade pupils from predominantly Puerto-Rican families whose teachers identified them as likely reading failures) found that the children whose parents were trained one hour a week during the school year to read to them, scored higher in nine different reading tests than did a control group of matched children who received two hours of remediation a week from professionals. Reading scores, it is true, are a limited measure of pupil performance. However, there needs to be careful study of the impact of paraprofessionals upon a broader spectrum of pupil activities, including the critical component of children learning how to learn.

Certainly there are a number of factors present, whereby the paraprofessional improves the educational achievement of children. Not the least of these includes the decided advantage that the teacher is freed to spend more time in teaching. The number of additional responsibilities that are placed on the teacher at present are multiplying. There are the statistical reports due in the office at stated times. No additional time is provided for the teacher to complete academic records, health reports, vision tests, grids for tests, and endless lists of various activities to be submitted before the deadline. All of this is bound to interfere to some degree with

effective teaching. Here the paraprofessional in the classroom can compensate in some measure for time which has to be given to these other areas. A paraprofessional can continue to work with the group, or, in some instances, help in these extra-curricular demands, expediting matters somewhat so that the educational program can continue.

The presence of the paraprofessional in the classroom allows for more individualized teaching and learning. Working with students in smaller groups can help the paraprofessional ascertain more easily the kind of assistance the individual child needs, and where the greatest weakness lies. Paraprofessionals can design programs to reach these children. There is a growing body of data which indicates that paraprofessionals allow teachers to give more individualized help to needy children, and to spend more time in preparation both in school and at home. The fact that the teacher's audience includes another adult appears to encourage greater preparatory efforts on the teacher's part.[1] Then, too, a second adult gives the child an alternate person to relate to, to work with, and to serve as a model.

As has been stated above, much more needs to be done in the way of research and evaluation. However, the few studies that have been completed up to this point, indicate that aides can have an impact on pupil learning, and

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[1]Teacher Aides: Handbook for Administrators and Instructors. University Extension. University of Wisconsin, Madison, 1968.

their continued use and further training may have an even more positive effect.

The use of the aide in various professional spheres has been notably on the increase. All are quite familiar with the nurse's aide, the dental or oral hygienist, or that person in the area of medicine who performs the duties of a routine nature to free the doctor or nurse for the professional tasks which no one else can perform. In instances of this type, the aide receives special training or preparation to provide the necessary competence.[1] In this paper we shall discuss what research has shown of the development of the paraprofessional in the field of education. Preparation or training is of paramount importance. One must be aware of such factors as the relationship of paraprofessionals to the school and to its policies, their function as it implements that of the teacher, their impact on the children, their cooperation in the special educational program in which they are employed, the acceptance of this role by parents of the students they service, and finally, the attitude of the paraprofessionals towards their supervisors or counselors.

Many and varied are the programs, remedial and complementary, in which paraprofessionals are employed today in New York City. There is the Cureton Program with its emphasis on beginning phonics. In Title I

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[1]Lucinda E. Thomas, Supervision and Evaluation of Paraprofessionals. ERIC Document Reproduction Service, ED 130, 174, 1971.

schools, programs such as SEC, BSC, ESAA, PAL, ASLD, all benefit from the services of the paraprofessionals. By means of these services, children with special needs are taken out of class for a given period of time each day. However, as Maria Ramirez, our new Assistant Commissioner of State Education has stated so well in a recently given interview, removing these children from class, might be counterproductive in its effect:

> Why should students be embarrassed and feel different? Traditionally, such students are placed in a compensatory program, so that even the instructional model is a "making up for what is lacking" approach. The students might need additional help, but do you help those students by pulling them out of class, uprooting them several times a day, so that they don't really belong to any one teacher or any one class? The formative years are important- kids need a sense of belonging. Some of our students are pretested and post-tested so many times in a given year. I can't imagine how they can succeed academically with so many daily interruptions.[1]

Then, there is another more recent type of program. It has been centered in the Bilingual/ESL classroom. In preference to sending children out of the classroom to special classes during the day, a paraprofessional works in the classroom with the teacher, giving special and individual help to a target group. Conscientious teachers are opposed to the many interruptions that occur each day in our schools. The arrangement that removes a group from the classroom several times in the day, so that the teacher rarely has the class together at all during the day, seems

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[1]Laurie Wellman, "An Interview with the new Assistant Commissioner," Multi-lingual Cultural 1.2, 1978, p. 7.

to defeat the primary purpose of education. The program sponsored by the Bilingual Pupil Services of the City of New York provides that the special needs of the pupils can be taken care of within the framework of the classroom. Both teacher and paraprofessional are bilingual. Difficulties in the reading of either language can be met in a classroom of this type. The ESL component, an essential part of the program, can be handled in that both teacher and paraprofessional are fluent in both languages.

The Bilingual Services Program, which provides this type of classroom situation is a Title I project, which operates out of the New York City Board of Education. At the present time it has grown to large proportions, serving about two thousand pupils in thirteen different community school districts.[1] Under the requisites of the proposal, the screening is very selective, in that the paraprofessional must be within one or two years of receiving the teachers' license. These paraprofessionals are at various levels of inservice training, and they receive supplemental instructional services in the district schools. There are four Field Service Counselors who have the responsibility of insuring that the guidelines of the program are properly implemented both by teachers and their assistants, and by local district instructional and supervisory staff. They also serve as communication

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[1]Angela Rosario Bazley, Bilingual Pupil Services Program. Board of Education, New York City, 1977, p. I

links between central and community school districts.

The Bilingual Pupil Services Program has been delivering valuable educational service to pupils, who through their unique disadvantage in the normal school situation, require bilingual instruction in reading and mathematics. This meets the three priorities established by the State Education Department. In order to provide these services to pupils in need, the program offers an inservice training component, coordinates with school district programs, organizes workshops and demonstration lessons based on specific pupil needs, and administers pupil and paraprofessional tests to determine program effectiveness.[1]

The program proposal, as is true of most of the programs which employ the services of a bilingual paraprofessional, provides that the assignment of the paraprofessional be in a bilingual program in a Title I school, with a high concentration of Hispanic non-English speaking population. The program designates without a shadow of doubt, the type of school. However, from this point on, much will depend on the ability of the paraprofessional to adapt to the school. Here, the teacher is a determining factor in the entire plan. To a great degree, teachers can help paraprofessionals to become familiar with the character of the school, and with the school policies.

It is crucial that the paraprofessional become

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[1]Angela Rosario Bazley, Bilingual Pupil Services Program, 1977, p. 2

familiar with various aspects of the school, its administration, and the regulations which make it different from that of other schools.[1] It is important that the paraprofessionals know the principal, the supervisor, the office staff with whom they will have to deal, as well as the professional staff. Relationships with the custodial staff, lunchroom personnel, and school aides are also to be considered. The educative aspect of the school is so involved with added school services, that it is essential that all departments work well together. There are particular entrances and exits for use on special occasions and for various groups. There are procedures for fire drills, absences, latenesses, use of the telephone, and parent interviews which must be observed. Little by little, the teacher can help the paraprofessional adjust to all these aspects of school life. Paraprofessionals will thus see themselves, not only as aides in a classroom, but as integral parts of a large school organization. The school benefits greatly from personnel who are keenly interested in all that takes place within it, whether it be a staff conference or a meeting of the Parents' Association. Each school has its own functions which are essential to its wellbeing and progress. Such activities might sponsor a glee club, a sports program, the school's celebration of some festival of an ethnic nature, or a faculty dinner or outing. All of this goes

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[1]Albert J. Harris, Practical Suggestions for Remedial Teachers. ERIC Document Reproduction Service, ED 140 216, May, 1977.

into the smooth functioning of the school and the fostering of unity among the members. These must be concerns of the paraprofessionals as well as of the teachers, since the paraprofessional is the future teacher. The paraprofessional's first concern is the educational improvement of the student, but it is not his only concern.[1]

Into the program are written several items which allow for the safety and protection of the paraprofessional. Preferably the paraprofessional must work within the classroom, unless at rare times, permission has been accorded by the counselor to work with a small group outside the classroom. The teacher or principal may not make this decision. Neither may a paraprofessional be left alone with a class. When a teacher must be out of the room in a rare emergency, another teacher must supervise the classroom. The duties of the paraprofessionals are specific. They have no lunch duty with the children. The principal must sign the time card of the paraprofessional, and the time card is brought directly to the central office where pay checks for paraprofessionals are issued.

As in all programs in which paraprofessionals are employed, certain times are set aside for Inservice workshops. These take place about once a month, and include training in the teaching of reading and mathematics in the

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[1]Guidelines, SEC Program: Job Description for Paraprofessionals. 1977.

Services Program is conducted for one day in the beginning of each scholastic year. In the session, the paraprofessional is encouraged to study the manual provided, with a view to becoming familiar with its purposes, and the means recommended for their implementation. In the orientation session, the duties and responsibilities of the paraprofessional are presented and explained. Personnel procedures are highlighted, as are also the guidelines and priorities of Title I. Paraprofessionals are introduced to the role of the Field Service Counselor and to the other central office staff. It is interesting to note that the person designated to visit the paraprofessional in the school and to make an evaluation of the effectiveness in the classroom is known as a counselor, and not as a supervisor. This fact suggests a change in the role of the classroom visitor whose function is that of evaluation. Woven into this term is the implication of proffered help and encouragement, as well as that of constructive criticism. Teachers do not resent supervision if it is creative and constructive in its goals.[1]

Through the orientation, paraprofessionals learn of program evaluation procedures. They, themselves, after working in the program for a while, can contribute in a meaningful way to its evaluation. They will know if the guidelines are practical, and also if the requirements

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[1]Mary Finocchiaro, Teaching English as a Second Language (New York: Regents Publishers, 1974), p. 229.

bilingual elementary classroom.

Actually, the supervisor of the paraprofessionals is responsible for providing courses to new paraprofessionals in the field. Assigned paraprofessionals are then given their own specified workshops at least once a month. On that day they are free from their duties in their own school to repair to an assigned school in the district, where all meet together to discuss any problems, offer suggestions, and observe demonstration lessons in the areas in which they teach.

As in the case of the teacher, the ongoing formation of the paraprofessional is crucial to the success of any program. Those in the professions realize only too well, how quickly their areas are developing, and how difficult it is to keep up with the pace of knowledge. It is indeed regrettable that some teachers have not made greater effort to keep apace of the times, and to keep abreast of new educational theory. Hopefully, if they begin as paraprofessionals and then continue as beginning teachers to seek professional help and guidance, the quality of our teaching will improve. It is trained personnel who will share the responsibility of producing articulate, literate, bilingual citizens of the future.[1]

In accordance with the philosophy above stated, an orientation session for the paraprofessionals in the Pupil

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[1]Vera P. John and Vivian M. Horner, Early Childhood Bilingual Education (New York: Dell Publishing Co., 1970), p. 119.

are too rigid, or if there is not enough elasticity woven into the program. Above all, they will be able to conclude if they have developed professionally through their participation in the program. They will know also, if their students really profited. They will decide if they wish to continue in their efforts to become teachers, and if they will be happy in preparing the young for their very uncertain future.

In the session, the topic of individual development is explored. During the period in which the paraprofessionals are gaining invaluable experience in the classroom working with a teacher, they are also attending college. The courses are directed towards attainment of the Bachelor's Degree in Bilingual Education. At the end of the studies, they should be capable of receiving certification as a bilingual teacher in the city of New York. To attain this special license, they are subjected to a bilingual examination both oral and written given by the Board of Examiners. This examination measures the competence of the individual in two languages; it demonstrates the ability of the candidate to present lessons in both languages; it tests the facility with which the candidate can handle some classroom situation of a challenging nature.[1] It is to be hoped that the young teacher, once having passed this examination, will continue to study

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[1]Vera P. John and Vivian M. Horner, Early Childhood Bilingual Education, p. 118.

towards the Master's Degree. Indeed, one's advancement in salary in the school system depends on one's continuing educational development through studies for credit. Paraprofessionals are given every encouragement to use all available opportunities to improve their knowledge and teaching ability.

Schedules of project reports and activities also are distributed at the orientation session. Assignments are given, and the paraprofessionals are expected to complete them in a professional manner and to be punctual in submitting them. At the same time, paraprofessionals have tasks in connection with their college classes. The teaching duties carry with them also certain responsibilities of preparation and completion. A point of real importance in the training of a teacher is the ability of the teacher to budget and plan time, so that assignments are ready when due. Paraprofessionals have ample opportunity to observe in the school situation the demands that are made on the teacher's time. Plan books, reports, lesson plans, charts, questionnaires, attendance sheets are just a few of the items which must be presented to the administrative or secretarial staff on time. Any failure on the part of the teacher to submit required information on time results in complications. Once again there is great value in having the paraprofessional see at first hand the multiplicity of pressures placed upon the teacher.

In the workshops provided by the training program,

the paraprofessionals plan various creative activities useful in their work with the students. These games and puzzles are explained to the group, and their application demonstrated. The advantage here is that one paraprofessional can learn from another through the use of very simple materials.

In the course of the workshops, opportunity is afforded the paraprofessionals to evaluate the classroom materials that are being used. Homemade materials, hardware and software, textbooks and commercially made items are available for experiment and comment.[1] There is the opportunity to compare textbooks which are a direct translation from English into Spanish in contrast to those which have been published in a Spanish-speaking country. Materials are available for use in the ESL program. The latter generally include filmstrips, records, tapes, charts, and picture cards. The paraprofessional will learn that materials are essential, yes; but that the most effective use of materials will depend on the resourcefulness and ingenuity of the teacher.

The introduction of audio-visual equipment is an important facet of these workshops. How often a school has untold treasures of transparencies, filmstrips, tapes, slides, and records which are barely tapped. It may be that some teachers have a fear of using expensive

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[1]Vera P. John and Vivian M. Horner, Early Childhood Bilingual Education, p. 118.

equipment. Sad to say, for others it involves too much trouble to borrow, sign out, and set up the machinery. With the competition of television and film of today, teachers and paraprofessionals need as many materials as possible to appeal to the senses, and through them, to reach the emotions. We can never minimize the importance of cognitive learning, but accompanied by affective learning, it achieves better and more enduring results. This is especially true of the ESL program, which is such an integral part of the bilingual program. Without an effective ESL program, the bilingual program is no longer bilingual, and serves no purpose in the development of the child who will live in the American culture. This is made clear through the provisions of the Bilingual Education Act:

> The Bilingual Education Act provides an opportunity to support the planning and operation of programs which go beyond reliance solely on a good ESOL instruction, to include the teaching of school subjects through the child's first language, as well as a component in English as a second language. The concern outlined in the guidelines is for the need to help these children develop greater competence in English for the realization for their full potential as speakers of two languages, and for their education in general.[1]

Part of the preparation of the paraprofessional is to become familiar with the use of statistical surveys of pupils and pupil needs. Special pretests are available through the Pupil Services Program , through which

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[1]Richard L. Light, "Teacher-training, Bilingual Education, and ESOL: Some New Opportunities," TESOL 2.2 (June, 1968): 125.

pupils already screened for the program, are further tested in order to ascertain those in need of special help in either English or Spanish. The tests are in both languages, and cover the areas of reading and mathematics. From these tests, paraprofessionals learn how to select a target group of twenty students, on whom they will focus most of their efforts and attention. They learn both to administer and to interpret the tests.

In all programs which employ paraprofessionals, some sort of test is used as a measuring device. Most programs use a commercially prepared test, both at the beginning and end of the scholastic year to measure the progress of the students. The Cureton Program uses the California Achievement Test. The SEC Program uses the Metropolitan Reading Test. The program responsible for the development of the bilingual paraprofessional uses a test peculiar to that program devised by one of its own personnel.

Paraprofessionals are expected to keep an individual report on the progress of each student.[1] On the report, the paraprofessional notes the special weakness or difficulty of each child. Items which he does not yet know are also recorded. As each item is learned and each problem overcome, a notation is made to that effect. Then, when the post-test is given, results are compared to those of the pretest, and one can see just how much the child has learned and how well.

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[1] Guidelines, SEC Program: Job Description for Paraprofessionals. 1977.

The paraprofessional is given theoretical help in the basic classroom operations. This we will discuss at greater length later. True, in courses and in workshops, much time is given to lesson plan preparation, resource information, pattern drills, use of visual aids, control of a classroom group, and pupil profiles. Just how this will be implemented and prove of value to the paraprofessional will depend largely upon the teacher. If the teacher regards the paraprofessional as a team-teacher, if there is constant sharing about the pupils' progress and the means of better effecting it, if the responsibity of the pupils' learning is truly shared, then the paraprofessional is working in circumstances which favor progress and development. Without the daily support of the teacher, what the paraprofessional learns in courses and workshops will remain naked theory. It can be noted here that an essential part of the Bilingual Teacher Intern Program of New York City, is that the intern be given opportunity to observe and share with a competent teacher.[1]

By means of training sessions, paraprofessionals are introduced to an excellent bibliography and glossary. Both classes and reading materials include such topics as Teaching Practicum in Bilingual Education, Theories

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[1] The Bilingual Teacher Intern Program. City School District of New York, Part I, c.

and Practices in Bilingual Education, Teaching of Reading in English to Bilingual/Bicultural children, Teaching of Reading in Spanish to Bilingual/Bicultural Children, the Teaching of English as a Second Language, Children of the Caribbean Culture and the Curriculum, and content research on Bilingual Education. When one is interested in the field in which one works, one is eager to pursue one's knowledge more, and to do some research on one's own. It is part of the goal of the training of the paraprofessional to encourage more intellectual curiosity, and to whet the appetite for more information.

Paraprofessionals learn the techniques of pretesting and post-testing. Even here, they will require the help and support of the accompanying teacher. In the case of difficulties which cannot be resolved through consultation with the teacher, the paraprofessional is free to consult with a professional advisory committee.

Even the area of personal conduct is explored in these workshops. As has been stated elsewhere in this paper, competence in all areas is of primary importance. But this must be accompanied by acceptable personal relationships with staff, pupils, and parents. The personal integrity and sincerity of the paraprofessionals, a sense of justice in giving to their students all that is possible, and generosity in service are also requisite qualities.

Carkhuff (1969) feels that the essence of any human relations program is the ability of the individuals who

conduct it, to function effectively in the helping role. He states that in effective helping, the helpee will ultimately be able to do everything that the helper does, and at levels very close to those at which the helper is functioning.[1]

According to a report made by the Educational Reserve Service, absenteeism ranks high among the major problems facing today's schools. Results of the research show that causes of excessive absenteeism and truancy can be traced to the student's personal and family life, social and economic environment, and the atmosphere found at school. Among the factors contributing to low attendance was found to be unsatisfactory relationships between the school staff and the student and/or the student's parents.[2] It is readily seen how far-reaching are the effects of one's personal relations, not only with staff and supervisory personnel, but with the student himself and his parents.

In order that the paraprofessionals be not too provincial in their view of the school situation, an attempt is made to become familiar with the district's Title I's schools. The needs in these schools are overwhelming. In New York City, over 5,800 bilingual and ESL teachers are needed to service 135,000 non-English speaking children.

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[1]Lucinda E. Thomas, Supervision and Evaluation of Paraprofessionals. ERIC Document Reproduction Service, ED 130 174, 1971.

[2]School Administrator, 34.8. Sept. 1977, "Absenteeism Tackled in Latest ERS Report." pp. 1-8.

At present the number of instructional personnel is 2,400. There is a critical need for additional bilingual and ESL teachers to meet the needs of the mandate of the Aspira Decree. The ESEA Title VII Bilingual Teacher Intern Program provides eighty bilingual teachers to service 2,400 Hispanic children of limited ability in oral English.[1] The Bilingual Pupil Services provides eighty-eight paraprofessionals to work with bilingual teachers. The same program also includes seven bilingual professional assistants. Both assistants and paraprofessionals are at various stages of their internship training and progress towards their college degrees. It is well for the paraprofessionals to be aware of these cultural and linguistic needs, and to know how they are being met in the different schools. It is also recommended that the paraprofessionals have the opportunity to visit other schools than the one in which they are working. By this means they can see how the programs are being implemented throughout the district. These workshops provide the paraprofessionals the opportunity to exchange experiences, and to share what has been of benefit to them personally. Representatives of all participating schools, including principals, coordinators, teachers, and parents are invited to attend the orientation sessions in the beginning of the scholastic year. The better informed the principals and supervisors are with regard to the goals

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[1]The Bilingual Teacher Intern Program. City School District of New York, Part II, b.

of these programs, the better the programs will function, and the smoother will be the inter-personal relationships. How often does it happen in schools, that each program and each classroom is an isolated unit, with no one unit knowing just what other groups are accomplishing. In this way there is much waste of energy and needless repetition of efforts.

Guidelines of various programs involving the use of the paraprofessionals, teacher aides, and bilingual intern teachers provide for some type of workshop, various educational courses, and special inservice training, in addition to what the paraprofessional will receive in the classroom. Under Title VII Bilingual Teacher Intern Program, the bilingual teacher interns and bilingual teachers themselves will receive accredited Bilingual/ bicultural Teacher Training Inservice Workshops. Each workshop will consist of (3) in-service "D" credits. One workshop is in the fall term and the other is in the spring.[1]

As a requirement of these particular workshops of the intern program, the bilingual teachers and interns will be responsible for organizing parent-community workshops for the parents of the target population of pupils to be served. Paraprofessionals can help in the organization of these workshops, the first purpose of which

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[1]The Bilingual Teacher Intern Program. City School District of New York, Part IV, c.

should be to acquaint the parents with the purpose and function of bilingual education. In a paper presented at the NEEA Conference held in San Francisco from December 8-10, 1977, Dr. Robert Cervantes principal investigator for the Experimental Schools Bilingual Education Research Group of the National Institute of Education, had some helpful advice for all those in the Bilingual/ESL setting. In his paper, after the presentation of his rationale, he concluded that the readiness of the entire district, including parents, students, faculty, and administration to accept a commitment to a bilingual program is vital to the success of that program. Without the active participation of all parties, and the support of the program inside the home, as well as on the school board, any such program would not succeed. There needs to be flexibility in the design of such a program to adapt to the realities of the particular situations that emerge. Administrators, teachers, and parents must realize the advantages of such a program before it is implemented in order to support it. The implication for all current programs is clear: without complete understanding and community support, little or no success can be expected.[1] Cervantes' report is well worth study, and is of use to all of us who are engaged in teaching English to speakers of other languages, for it demonstrates

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[1]James Kohn, "Virginia Allen, Eleanor Thonis, and Bernard Spolsky Speak at NEEA Conference," TESOL Newsletter 12.1 (February, 1978): 9-11.

the significance of social acceptance in language learning beyond the use of any particular technique. How better acquaint the community with the goals and benefits of the bilingual/ESL program, than through workshops organized by teachers and paraprofessionals, where parents and other interested people can ask questions, learn the true content of the program, and free themselves from so many distorted views that spread so rapidly through the neighborhood?

In any program, the results will depend very much on the effectiveness of the administrative staff. In all paraprofessional programs, various responsibilities are assigned to administrative staff under designated titles. In the Bilingual Pupil Services Program, there are four field service counselors. Their duties are outlined in detail in the guidelines.[1] They meet periodically with the assistant director to discuss course outlines, curricula, lessons plans, time lines, and related matters. They meet with other field counselors on a regular basis, insure proper packaging, delivery, and distribution of instructional materials, enforce strict adherence to attendance rules, report items of significance to the central office staff; such as, paraprofessionals' response to inservice program content, format, and delivery; and finally, act as the program representative in contact

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[1]Angela Rosario Bazley, Bilingual Pupil Services Program, 1977, p. 9.

with district school staff.

The counselors work under the direct supervision of the assistant director, and provide a variety of courses to the new paraprofessionals. One of the counselors is responsible to present the course, "Mathematics to the Bilingual Learner". Another counselor will teach another entitled, "Teaching Reading to the Bilingual Learner". Another will give the course, "English as a Second Language within the Bilingual Program". One of the team will offer, "Bilingual Materials Development", and will assist the paraprofessionals in the selection, evaluation, and development of bilingual reading and mathematics materials.

Counselors in the programs will plan and coordinate the district workshops in cooperation with the paraprofessionals in the district, and with the district school staff. In addition to the service counselors, publishers, school personnel, program specialists from the Office of Bilingual Education, college personnel and community members will be invited to conduct a session. Thus, the paraprofessional will share in the wealth that is offered from the experience of various people who are experts in their fields.

The inservice monitoring systems provide a follow-up of the reading and mathematics teaching techniques learned at the inservice workshop. In addition to the courses given by the field counselors, scheduled

supervision and daily orientation will be obtained four times a week in the two subject areas.[1]

As one studies the guidelines of the programs which employ paraprofessionals, one notices the definite priority which inservice training occupies. It takes place in the formal atmosphere of courses and workshops. It is implemented through visits of the supervisor or counselor. It is implemented especially through the practice afforded the paraprofessionals in working with an experienced teacher.

In the bilingual/ESL classroom there are as many students as there are in a monolingual classroom. More recently, the number of students in the bilingual classrooms has been on the increase. In the beginning, groups of students were removed from the bilingual classrooms at various times during the day for special classes in the study of English as a second language. The classroom teacher herself conducted the lessons of the day in Spanish, the only language in which the child could learn comfortably.

Questions have been raised about the relative effectiveness of the so-called traditional ESL instruction, referring to the segregated classes, empty pattern-practice drills, unrelated to the remainder of the curriculum. Troike subscribes to the concept that a language is

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[1]Angela Rosario Bazley, Bilingual Pupil Services Program, 1977, p. 10.

learned best when it is taught as a medium for communication of content, rather than as an object in itself.

On March 5, 1976, it is reported that the TESOL Legislative Assembly, at a meeting in New York City, passed a resolution about ESL teacher certification and accreditation which included the following recommendation: "It is recommended that a TESL component be included in the bilingual education certificate."[1]

TESOL has historically supported bilingual education, and therefore recognizes the need for bilingual teachers and teachers of English as a Second Language to have a relationship of partners in bilingual education. TESOL goes on record for its support for bilingual instruction including an English as a Second Language component. What better way to fulfill these broad-based goals than to have in the same classroom a bilingual teacher and a bilingual paraprofessional? Both the teacher and her co-worker should know the first language of the students, and be proficient as well in English; and both should be au courant with methods of teaching English as a second language. This arrangement solves the problem of children's being removed from the classroom for special instruction, and allows English to be taught as a medium for communication of content.

Joshua Fishman, the great sociolinguist, favors a

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[1]"ESL and/or Bilingual Education," Bilingual Review, January, 1977, 2.4, p. 2.

functional allocation of the languages. He believes that literacy in the mother tongue should be restricted to subject matter related to the ethnic group and cultural heritage. Reading and writing skills in the mother tongue would be developed for the study of social science, literature, and the arts; while the language of the majority would be used in the teaching of mathematics and science. Fishman favors a language maintenance rather than a compensatory program. Students of various non-Anglo cultures should be provided with the opportunity to maintain, and in some instances, even rediscover the language used in their own homes or ancestral homes. They should feel proud of their respective cultural heritages, and realize that the enrichment brought to their lives by cultural diversity is priceless.[1]

From what has been presented here, one can conclude that the classrooms having the good fortune to have both teacher and paraprofessional bilingual have an auspicious beginning. Together, they fulfill the first requisites of a bilingual program as it is presently conceived by outstanding linguists. Both teacher and paraprofessional are equipped to put flesh on the bare bones of the guidelines of any of the programs designed to further the education of our students.

What are the general needs to which the attention

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[1]Joshua Fishman, Bilingual Education: An International Sociological Perspective (Rowley, Mass.:Newbury House, 1976), p. 78.

of the teacher and co-worker would be directed? There is the problem of the large number of students in the bilingual classes. The teachers and the paraprofessionals would have the freedom to work with smaller groups. Then there is the assessment of individual needs, so that the teacher and paraprofessional together can come to a decision about how best to meet them. There is the fact that some of the students will learn more easily with the paraprofessional than with the teacher. Problems of personalities can be more readily solved when there is a choice of more than one person with whom the student may relate. The planning of the teacher and the paraprofessional, like effective staff development, provides a variety of options: it has a flexible program format; it stresses individual and small group learning; it is concrete and directly tied to ongoing activities.[1] The paraprofessionals share in the general classroom management. The paraprofessionals have planned with the teachers the norms to be followed in the classroom. Once these norms have been discussed with students and certain rules have been established, general class management can take second place. Providing a learning environment is the goal to be achieved. Now teachers and paraprofessionals can convert theory into practice.

It is true that the paraprofessionals and their programs respond to general needs in the educational sphere.

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[1]Milbrey McLaughlin and Paul Berman, "Retooling Staff Development in a Period of Retrenchment," Educational Leadership 35.3, 1977, p. 37.

It can be said that the paraprofessional in his program answers specific needs as well. One of these first lies in the area of testing, so that a "target group" can be selected with a fair degree of accuracy. Classroom tests are generally prepared, administered, and scored by the teacher. In this situation, test objectives can be based directly on course objectives, and test content derived from specific course content.[1] However the first test administered to students who will participate in the Bilingual Pupil Services Program is a test made and administered by their own personnel. Paraprofessionals are taught how to administer the tests, which include language, reading, and mathematics. The test is given after the students have been in the program more than six weeks so that teacher and paraprofessional have had the opportunity to observe beforehand their pupils' performance.

The language test comprises the elements of general proficiency, or what the child can do as a result of his cumulative learning experience. It tests aptitude, or his facility for acquiring specific skills and learnings. Finally, the achievement or the extent to which he has mastered specific skills, is evaluated. Once the target group has been selected, further testing to discover individual weaknesses and strengths is necessary. After this, a

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[1]C. Shanmuga Sundaram, "Objectives and Techniques of Language Testing," The Educational Quarterly, Govt. of India, April, 1977, p. 18.

specific program geared to the general and individual needs of the target group can be designed by the teacher and paraprofessional together, working as a team. Both contribute input to be evaluated later as the progress of each student is carefully monitored and recorded.

Once the target group has been established, it will be the focus of both teacher and paraprofessional to plan time specifically for mini-groups, schedule members of each group according to strengths and weaknesses, and to determine the areas in which the paraprofessional will work with these students. Since the work of the paraprofessionals is chiefly remedial, they will concentrate on the areas in which students have demonstrated their most crucial need.

In all probability, paraprofessionals will begin with the students reading in their own language - in this case, Spanish. Already in their homes, the children have thought in this language; they have listened to it and understood it; and finally, they have spoken it. By the age of five or six, they have mastered its basic constructions. What more logical than, that now, they follow this sequence, and learn to read with the sound system, vocabulary, and sentence pattern they have experienced? At the same time the learning of English as a second language is taking place, as children learn in English about the objects and activities with which they are familiar. The content of the English as a second language instruction must be

articulated with the curriculum and the methods used in the classroom. The Consent Decree Program was implemented in the New York City school system in September, 1975, according to the minimal educational standards identified by Chancellor Irving Anker on July 21, 1975. One of the elements of the program is that the child receive intensive English instruction.[1] Through conversation, games, dramatizations, and much contact with children from monolingual classes, children learn another language rapidly, correctly, and without trace of accent.

Dr. Fishman believes that bilingual education should be offered to all children, not only as enrichment and maintenance programs, but also out of educational and economic necessity. We spend billions of dollars teaching foreign languages at the intermediate, secondary, and college levels only to fail, because so often it is too late physiologically and psychologically for so many.

Children at the elementary level are best equipped physically, mentally, and emotionally to learn more than one language. Children's hearing and memory are more acute; they can differentiate and mimic sounds better; their vocal chords, mouth, and tongue can produce the various sounds without the strains of interference with set speech patterns. In addition, stereotyped prejudices

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[1]Michael A. Vega, "The Consent Decree," Bilingual Review, December, 1976, 2.3, p. 3.

about other languages, cultures, and peoples are more likely to develop when one language only is learned and used. Democracy works best when people can respect themselves through self-knowledge, and respect others through knowledge of other cultures and languages.[1]

When children have acquired some facility in understanding English when spoken, and can express themselves to some degree in English, they can be introduced to the English sound system as it is written, and finally to the printed word. This transition should not be too difficult since there is so much similarity in the phonetics of both English and Spanish. Here, paraprofessionals prove themselves invaluable in being able to give additional help to those children who might find this transition more difficult. If paraprofessionals give their first attention to the reading in the two languages, then they can proceed to the children who are encountering the most difficulties in mathematics. Paraprofessionals may have more success if they begin the mathematical concepts in the native language, and then, as quickly as possible, convert into English. If all this has been preceded by games of playing store, counting toys, jumping rope, and counting the bouncing of a ball, the child will be well prepared for a prompt conversion of mathematical concepts

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Hernan LaFontaine, "An Interview with Joshua A. Fishman on Bilingual Education," Bilingual Review, June, 1976, 2.2 p. 4.

into English.

From what has been noted above, one may say then, that specifically, paraprofessionals give added reinforcement in the skills of reading in both languages, the learning of English as a second language, and finally, the teaching of mathematics in English. Certainly, paraprofessionals in the Bilingual/ESL program serve a crying need, both general and specific. Through their presence, many children in each classroom - children who have the greatest needs - are helped immeasurably to function more effectively as students of two languages. Through the combined efforts of teacher and paraprofessional, the child of the low-income, non-English speaking family is given the advantage of a solid educational basis, a better self-concept, a greater appreciation of his own culture, and a clearer understanding of the country and culture in which he lives.

CHAPTER III

PROCEDURES

A. The paraprofessional in the changing role of co-teacher

   1. Responsibility of teacher towards the paraprofessional.

   2. Responsibility of the paraprofessional towards the teacher and children.

B. Development of the paraprofessional in various areas

   1. Basic skills

   2. Instructional activities

   3. Human relations

   4. Non-instructional activities

CHAPTER III

PROCEDURES

Granted the fact that the paraprofessionals are in our federally funded mini-programs in the Title I Schools, that they are almost always present in funded programs of any kind, and that now they are beginning to enter the bilingual classroom in greater numbers, it is only logical that certain procedures would be available for best utilization of their talents. Perhaps the reason that so little material has been written on the subject, is that guidelines and procedures will grow out of the combined experiences of teachers and paraprofessionals working together. Later this material may be published on a larger scale, and the paraprofessional as such will be accepted as an integral part of a teaching situation. Perhaps much of the material that is available on teacher training, inservice training, and internships will be applicable also to the role of the paraprofessional. Yet, the paraprofessional is unique, having a special program of college studies to pursue, while at the same time actually assuming responsibility in the classroom under the

direction of the teacher.

It would seem that paraprofessionals actually employed within the classroom have an advantage over those employed in mini-programs. The hours spent in the classroom with the teacher provide the paraprofessional with practical experience helpful in later making a smooth transition between the academic and professional worlds. This can provide the paraprofessional with valuable experience, both structured and guided before being placed in the classroom with entire responsibility for that class.

Today's budget restrictions make it extremely difficult to offer teaching assistantships or other financial help to more than relatively few applicants. In inner-city schools, special funding has made it possible to train paraprofessionals in minority groups in programs where they can advance in their studies and obtain practical help in classroom procedures. This is in essence, a work-study program in which the work and study are closely related.

So often teachers complain that their academic training did not really prepare them for the difficulties

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[1]Wallace K. Ewing, "Internships and Teacher Training in ESL," TESOL 7.2 (June, 1973): 153-161.

they would encounter in teaching. This training, they say, was not really relevant to the world of the classroom. The work-study situation of the paraprofessional in the classroom offers an immersion into the teaching situation that practice teaching does not, although that is a worthy alternative. Paraprofessionals are not part-time teachers; they are there full time, with full time responsibilities. Of course, there is the disadvantage that for paraprofessionals, the length of time will be increased, before they can get their degrees. The number of required courses at the college remain the same, even though paraprofessionals are working in the classroom. However, this decision of the paraprofessionals is made with awareness of this situation, their own financial need, and their need for experience. Often the benefits derived from this experience offset the increased time that is involved. Before paraprofessionals can begin their program in the schools, they must have at least sixty college credits in the Bilingual Services program.

Bearing in mind that the bilingual paraprofessional is to be more than an assistant in the classroom merely following directives, much will depend on the teacher's handling of the situation right from the beginning. When both teacher and paraprofessional are bilingual, perhaps

there would not be so much of the tendency on the part of the teacher to treat the paraprofessional with an air or attitude of condescension. The idea would be more of a sharing of responsibilities, in which the teacher is willing and eager to perform household tasks in the classroom with the paraprofessionals rather than to assign them to be performed by the paraprofessional. When teacher and paraprofessional are bilingual, perhaps the expectations of the teacher with regard to the paraprofessionals' performance would be enhanced. However, here are two personalities working together. Hopefully, they will work smoothly, the teacher sharing the wealth of her experience, and the paraprofessional willing and eager to learn.

The dedicated teacher will always be conscious of the fact that the paraprofessional will someday be in the classroom as a teacher. What a teacher does has such far-reaching effects. The paraprofessional is bound in some way to be influenced by the attitude and manner of the teacher. How well we all know that even into adult life the memories of certain teachers still inspire and encourage us. Piri Tomas writes in The American Educator, "Oh, si, I had some run-ins with a most imperfect few teachers, but the majority of the teachers I knew were more important to me than doctors, who could mend broken

bones, but never a broken mind. In Puerto Rico, National Teachers' Day is celebrated. How about such a holiday to celebrate our teachers in the USA where kids of all ages, colors, sexes, and creeds could honor those teachers for caring? We all know who they are. Kids got a way of knowing."[1]

In less formal ways, too, the public school helped to socialize the immigrant Jewish child to his new American environment. For many Jewish children, the first Christians they came to know were their public school teachers, far different from those European anti-Semites their parents muttered about. Samuel Chotzinoff, an immigrant, who later was to have a distinguished career as a musician and music critic, has written graphically of the effect his Christian teacher had on him and on his classmates. "Miss Murphy lived in Brooklyn...and therefore always brought her lunch with her. This consisted, much to our surprise, of one sandwich of jam, the bread remarkably white, and of the texture of cotton, and one thin slice of sponge cake. It seemed to all of us rather meager nourishment for a strong-minded powerful woman. But I had heard it said

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[1]Peri Thomas, "I Remember," The American Educator, (Spring, 1978), p. 21.

that Christians in general ate sparingly, the women especially, showing a marked distaste for food." [1]

At the beginning of the year, when the teacher is introduced to the paraprofessional who will work in the classroom, the program of the development of the paraprofessional has started. The paraprofessionals sense the warm welcome of the teacher and the eagerness of the teacher to share. Teachers sense the insecurity perhaps, or timidity of the paraprofessionals, and their desire to make a success of their career. Although the teachers may be quite experienced, and may have worked with paraprofessionals before, they will not give any evidence that they have a program already at hand, but will offer to make a program with the paraprofessional, and have several meetings before school begins, so that questions of the paraprofessionals may be answered, and so that the two may be at ease with each other.

During the three days allotted to teachers and aides before the formal opening of school in September, workshops are generally assigned for teachers to attend. Some time is allotted to prepare one's classroom for the

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[1]Sarah Schmidt, "From Ghetto to University," The American Educator, (Spring, 1978), pp. 23-27.

students. The wise teacher will secure some time to be alone with the paraprofessional to plan strategies for the opening days of school. During these opening days, the paraprofessional will not be able to do much in the line of testing, grouping, or working with small groups. These groups have to be carefully organized as a result of written and oral testing. But the paraprofessionals can be involved in discussing the philosophy they will be working towards during the coming days; they can help with bulletin boards in the classroom; they can familiarize themselves with the entrances and exits which will be used by the class, the lavatory facilities which will be used by the class, the bilingual supervisor's office, the supply cupboards, and places which they will be using with frequency. The teacher can help the paraprofessional to learn the procedures for the children's entrance into the classroom, where they will sit, where they will hang up their coats, how papers will be given out, procedures for going to the lunchroom, and for the fire drill. Teachers and paraprofessionals can work together on making name cards for the children's desks, so that the children can be addressed by name from the first day. This card will also contain a model of the child's name facing him, so it can serve as a model for him when he begins to

write. They can also make a name card for each child containing the child's full name, address, and telephone number which can be pinned on each child during the first days of school...also the number of his classroom and the school he attends, just in case he should get lost. The paraprofessionals also during these days can help to establish learning centers in the classroom, such as a science corner, mathematics center, and library corner, with attractive decorations and games. They can prepare their log books, mark books, and learning devices for their students, including flash cards for both reading and mathematics. It is a good opportunity to become acquainted with the text books used in the classroom, both English and Spanish. The teacher can demonstrate the great importance of reading carefully the teachers' manuals in each of the subject areas. Then, too, perhaps during these pre-school opening days, paraprofessionals would be permitted to attend some of the workshops available for teachers. This would be an excellent opportunity for the paraprofessionals to become acquainted with some of the teachers, and to get briefing on some of the materials and books to be used in the school during the coming year.

Once the children have begun to come in to the school,

the paraprofessionals can begin to learn their names, to assist them to find their places, help them with their clothing and materials, and meet those parents who bring their children to the door of the classroom. Then the paraprofessionals can help children find their own coat hooks, return to their seats, and help the teacher with the program of the day. Once name tags have been pinned on each student, children can introduce themselves to the class. Routine matters are of paramount importance during these first days, and paraprofessionals can be of so much help. Standing, sitting, forming a line, giving children special places in line according to size, taking them to the lavatory, going down to lunch with them, and helping them with trays, napkins, silverware..all of this is so necessary. Care in these items right from the very beginning will help to insure that the year is off to a good start. The paraprofessional must see that the teacher attaches much importance to these details.

During the first few days of school, the greater part of the day will be spent in the reinforcement of these routines of classroom mobility, made necessary by the number of students in the class. These are items which must be attended to, so that the children will form habits in this regard. Once routines have been established,

teacher and paraprofessional can concentrate on the child's learning. Although the greater concentration of the day in the beginning is on the routines, the teacher does take time to present some letters and sounds, some numerals and concepts, songs accompanied by movements in rhythm, and of course, some stories and making pictures of the stories. A balance will be planned out by teacher and paraprofessional; such as, line formation, song, presentation of sound and letter "b" in Spanish, writing the letter "b", song, finding coat hooks, presentation of the numeral "one," concept of "one," followed by writing the numeral "one." In this way, much variation is introduced into these days, so that the children are enjoying their practices and their work. It is important that they go home with happy impressions of their first days in school, and that they can tell their parents some things they have learned.

During these days, the teacher and paraprofessional take note of the various children, and it will soon be evident that some will need special help. One can note difficulties in remembering sounds, in forming letters and numerals, and in recalling various parts of stories, in remembering their partners in the lines, in finding their special hooks for their coats. In a general way, the

paraprofessional can take one of these students to the learning center and work with the child for a few minutes giving the special help needed. Both teacher and paraprofessional can keep notes on each child, so that they can compare them at their conferences. Although it is too early yet to form groups, as the children do need a few weeks to work together as a class, it is not too early to give immediate special help where it is needed, to prevent the child from becoming prematurely frustrated.

As the first two or three weeks progress, and work in the class has been increased to cover reading words, number concepts, handling of pre-primer workbooks, use of drawing to illustrate various stories, teacher and paraprofessional are able to assess and reassess abilities of the various children. At the appropriate time, the paraprofessional can work with children one at a time, assessing abilities of letter recognition, sound identification, mathematical concepts, abilities to express oneself in the native language, and attitudes towards learning. Now, in conference, teacher and paraprofessional can decide on some remedial measures for children in need of help. They can devise some more difficult exercises for those children who advance more readily and speedily. The paraprofessional is learning to meet children where they are, and to

help them to advance beyond that point. Now, together, they may form tentative groups so that the paraprofessional can work with two or three children at a time. It will be interesting after tests have been administered, to see if groups conform to the groups that test results suggest.

The classes can proceed in this manner for about six weeks, when the children have become more adjusted to the school horarium, and each child has really begun to learn at his or her own speed. During this period of time, both teacher and paraprofessional work together to help the children to get accustomed to doing independent work, a necessary concomitant to having reading groups. During certain times of the day, teacher and paraprofessional set aside work with individual children or the mini-groups, and concentrate on the class as a unit. Together they train children in the manner of pursuing independent work. Independent work might consist of using letters to form words in the reading story of the day. Perhaps on a page of the workbook, there are letters to be cut out and used as initial consonants to be pasted under pictures the children will draw. There are articles and toys they can draw to show the mathematical concepts. They can find words beginning or ending with certain letters, list them, draw them, and color them. Out of modeling clay, perhaps

they can form pictures of people they are reading about in their story. Each one of these items will require much work with the entire group, so that when this work is assigned for them to do independently, they will know how to proceed with order and quiet. Paraprofessionals will learn that independent work which is assigned to children must be relevant to the work they are presently doing, and it is not just a "fill in" to keep them busy. With each new type of independent work that is introduced during the year, time will have to be set aside to familiarize children with the methods of doing it; otherwise, valuable time in class will be wasted while teacher and paraprofessionals work with small groups.

Later, when groups have been formed, and children are familiar with the process of working quietly on their independent work during reading group time, the paraprofessional can take small groups and show them how to work at puzzles and games at the learning centers as a special reward for those who use their time well during independent work time. Five minutes before the end of the reading period, teacher and paraprofessional can finish the lesson with the reading group, and spend the last few minutes checking the independent work of the children who were working on their own. Seals, stars, stamps, tokens

are some ways of rewarding those who worked well. These reinforcements are necessary to further encourage children to do well on their own. At reading group time, and checking time, the paraprofessional is of very great help to the teacher, since these items are time-consuming, and together, they can accomplish much. Children grow to identify the paraprofessional as another teacher whose authority is to be respected, and whose demands also must be met if they are to receive a reward.

About this time, the special tests will arrive from the office of the Bilingual Pupils' Services. Or if the paraprofessional is in another program, it would be likely that a test would come after about six weeks or so of school. The test and the judgment of the teacher and paraprofessional together will decide the twenty pupils who will form the target group for the paraprofessional's special concentration. There is a test in the early concepts of reading and reading readiness, and one in mathematics. It is a pre-test known as "Habilidad General." As the test goes on, it increases in difficulty. The same test is given at the end of the year to measure the progress of the children. Together, teacher and paraprofessional administer the test, seeing that children are following directions correctly. The test is not a commercial

one, but is one that has been composed by and is utilized only by the Bilingual Services Program. There are two forms of the tests; one being for the Spanish dominant student, and the other for the English dominant. The paraprofessional marks the tests, records the children's marks in her log, and confers with the teacher over the interpretation of the children's mistakes. Through the test marks, the kinds of errors made by the children, and the already discussed weaknesses and strengths of the children as they have been observed from the beginning, the teacher and paraprofessional select twenty children and pinpoint the areas in which these children will need special help. According to these criteria, four, five, or even six reading and mathematics groups may be formed, as the special work to be given to the paraprofessional.

Another planning session will be necessary in which teacher and paraprofessional will again plan the school day, adjust the schedule, so that the reading groups of both teacher and paraprofessional may work simultaneously, while the remainder of the class does independent work. The teacher will concentrate first on those children who are not in the "target group". If any time remains, she may also work with a small group that is in need of very special help. While the paraprofessional works with a

reading group at a Learning Center, and the teacher has a group on the floor in front of the classroom, there is not the problem of annoyance as exists when a teacher tries to do a lesson with the entire class except for a group which a paraprofessional is working with in the back of the room. Most teachers find a situation like this extremely difficult, and perhaps this is one reason why some teachers prefer not to have a paraprofessional in the classroom at all. Both groups working quietly at the same time really cause no annoyance, and the schedule can be arranged so that this is quite possible.

At times when the paraprofessionals are not engaged in working with the small groups which compose the larger target group, they can be employed to great advantage in other activities of the classroom. Helping children find pages in books when the teacher is working with the class, going around to supervise work the children are doing, helping to check and to put homework in the children's notebooks, checking children's notebooks from time to time, testing new children to see where they fit into the program, taking care of a child who is upset or who has taken ill, always seeing that recent work of the children is displayed in the classroom and in the halls, giving help where needed in an art lesson - all these activities and many more can

be budgeted into the schedule of the day. At least once a week, the teacher and paraprofessional during a preparatory period when a cluster teacher comes into the room, will confer, discuss, and further plan the schedule so as to avert snags. The teacher has a schedule which must be adhered to as far as possible. The paraprofessional also must have one, which fits into that of the teacher.

Above all, the teacher must be sure that when lessons are presented to the class, that the paraprofessional is present in the classroom to observe them. Each day, the paraprofessionals will see a language arts lesson in both Spanish and in English. They will see how mathematical concepts are presented and drilled. Paraprofessionals will learn much from the social studies lesson which will usually concentrate on phases of Spanish culture and history, and which is taught in Spanish. Then, there is the contrast in the science lesson, which gradually according to the growing ability of the children, will be taught to them in English. Paraprofessionals will observe a variety of techniques. They will observe how very important games and dramatizations are in the learning process. They will note the common sense which gives opportunity to little children to move about in actions, rhythms, marching, and even simple dancing.

They will know the joy of children as they learn through singing, using the blackboard, and in handling concrete objects to help them understand the meaning of numerals. They will finally understand that the key to really excellent teaching is integration where lessons of life such as correct moral values, good habits of nutrition, love of industry, courtesy in dealing with others - and many more, are woven through story presentations, mathematics dramatizations, social studies, and science lessons. The paraprofessionals will finally see for themselves how great the power of example is for children... how they respond courteously if they are treated courteously, how things which are important to the teacher become important to the children, how they wish to please, and how they respond to love and praise. The paraprofessionals will learn that the quiet and self-controlled manner of a firm but kind teacher will prevail, and how consistency is for the child real security, because he always knows what to expect.

Presentation of lessons is of primary importance for the paraprofessionals, as through this means, they know how to implement in the small groups what the teacher presented to the entire class. Through these lessons, the paraprofessionals learn how to present their own lessons

in small groups. They will see the importance of using flash cards, pictures, a felt board, and concrete objects. They will see how children can dramatize words such as dance, hide, play, jump, walk, and scores of others. And in this way they will remember them! Most important of all, and this must really be stressed, it is up to the teacher and the paraprofessionals to devise every possible means to insure that they have the full attention of the children while they are teaching. How many times has a child been dubbed "retarded" or "slow" until he met the teacher who insisted on his paying attention. And then came the change...the child could learn, but had never really listened. In my many years of experience as a teacher, I have encountered very few non-learners. I have met up with many children who had never produced merely because they had never learned to concentrate on the matter at hand!

With regard to the presentation of that most important subject, English as a Second Language, the paraprofessionals will observe that English is taught to these Spanish-speaking children in an informal and enjoyable manner. We recall again that the great sociolinguist, Joshua Fishman favors a functional allocation of the languages, using the second language gradually in the

in the fields of science and mathematics. I have included in the appendix of this paper a few samples of the type of English lesson we use in the first grade bilingual class. I have found also, that in the dramatizations relevant to the inculcation of the niceties of courteous living and in the development of the social studies program exists an excellent opportunity to use bilingual dialogue. Children learn their parts in the little plays very quickly, and soon the entire class has learned the part of each little actor or actress. The entire class participates at invervals by choral speaking and song. I include a sample of these little dramatizations also in the appendix of this paper. The paraprofessionals help with these dramatizations and songs, sometimes making labels for the children or very simple stage properties. They help the children in their conversations, both in English and Spanish. In this way, the paraprofessionals are very much involved, and at the same time are learning that integration is the secret of good teaching. We would have these special performances for all special occasions; such as, Rosh Hoshanah, Columbus Day, Puerto-Rican Discovery Day, Thanksgiving, Hanukkah, Christmas, and all the other festive days celebrated by both Americans and Latins. In this type

of English learning, there is almost an element of "On the Job" training. It is a more pragmatic, flexible approach, and very much related to the situations at hand.

Of course, a flexible schedule will have to be followed by teacher and paraprofessional. At times, it will have to be adjusted to the exigencies of the day. However, except for real necessity, it is better if teacher and paraprofessional try to adhere to the schedule, as by this means they will be assured that all children have had an opportunity to read during the day, and that all have done some work in English as a Second Language and in Mathematics. A daily schedule might be somewhat like this: (teacher and paraprofessional working together on all items)

8:40 Children enter, homework is checked, homework for the day put into the children's notebooks, attendance is checked, coats are hung up a row at a time, attendance is checked.

8:50 Pledge of allegiance, national anthem, alphabet song and number song...

9:00 Phonics taught to class in Spanish
phonics game
forming the letter in air and writing it in books.

9:30 Children form lines for lavatory...para takes girls; teacher takes boys.

9:45 Songs and games.

10:00 Teacher presents reading lesson (Spanish).. presents a word or two in Spanish...uses reading chart.

10:15 Bilingual dramatization...manner of greeting in Latin countries. Songs.

10:30 Stand...sing number songs in Spanish and English. Do exercises while counting in both languages. March while counting.

Introduce numeral and concept. Use a birthday party and have lollipops, cookies, paper cups, straws, etc. on hand for the party.

Then, draw these items on blackboard... children draw certain number of each on their papers, and write the numeral underneath.

Play matching game with children.

11:00 Open pre-primer...help children find appropriate pages. Work with class, showing them how to handle a certain type of page. Teacher and paraprofessional walk around the room giving help where needed. This will prove helpful later on in the first term when children begin to do independent work.

After correct pictures have been circled, allow children to color them. Give explicit directions and help in coloring carefully. This is also important.

11:30 Prepare children for lunch. Have tray, utensils, and other articles available so as to have a practice in how to carry the tray to their seat, remember to thank the ladies who serve them, open their package containing napkin and spoon, open their hot dish, etc. Try to know beforehand just what they will be serving in the lunchroom that day, so the children can be told ahead of

time, and encouraged to eat their lunch and drink their milk.

This can be done only a little at a time each day. When this has been sufficiently covered, teacher can concentrate on behavior in the playground, courtesy to playmates, etc.

12:00 Lunch. Occasionally, it would be good for teacher and paraprofessional to eat lunch with the children and to talk to them during lunch.

1:00 Lines for lavatory; paraprofessional taking boys, teacher taking the girls.

1:15 Short rest and some Puerto-Rican music or other Latin music on the phonograph.

1:30 Have children work in mathematics workbooks. This requires much work and supervision on part of both teacher and para. They will have to go around the classroom and supervise the work of each child.

2:00 Games and songs.

2:15 Possible preparation period for teacher and paraprofessional when they can assess the work of the day, make further suggestions for tomorrow, and where teacher can show paraprofessional that this type of schedule is only for the beginning weeks of school. As the children become more accustomed to school, learn a little more, learn to work independently, then the schedule will be adjusted to provide for reading groups and some individualization of learning.

Cluster teacher comes in...will possibly read children a story and have them draw the part they liked best.

2:50 Begin to prepare children for an orderly dismissal.

Through conferences with the teacher, the paraprofessional also learns of the materials available in the classroom for both work and play. She becomes aware of materials for the use of the individual child. These are homemade little puzzles and games by which the child learns to match picture to word, both in Spanish and English. There are store games in which the child can purchase various articles, toys, or edibles, and ascertain what he owes, and the change due to him. There are tapes for listening ranging from ESL tapes providing for the child's listening needs to proper English phrasing and pronounciation. There are EDL tapes ranging in difficulty according to the child's needs. Children using head sets can have the advantage of listening to fairy tales, myths, and music. These activities are followed up by questions, illustrations, or compositions on the part of the child. Children can view special filmstrips relating to their reading, mathematics, or social studies, from a little hand viewer. Later, they can design their own filmstrips, or relate to the class what they have seen. At times, the former activities lend themselves very well to dramatization. The paraprofessional will have opportunity to employ her special skills in aiding the students in this type of learning experience. In many of these activities, the

class can actively participate, and the paraprofessional can be of help in those which most appeal to her. Children will learn to consult paraprofessionals, and they will realize that they are a vital source of information and are authorities in their own right.

Talents of paraprofessionals are put to good use when they can assist in the teaching of dance, song, art, or in the making of costumes, or designing of scenery for the stage. They can confer with parents and collaborate with them on a friendly or informal basis. In this way, paraprofessionals learn much about their students. Who has not known and understood a child better after having conferred with the child's parents?

In the model proposed by Michael Carl for the training of paraprofessionals, he suggests that competence in the area of human relations is a necessity for the effective teacher aide.[1] How true this is in all fields, but it does seem that in the area of education, there are so many relationships that must be maintained harmoniously for the smooth working out of the daily schedule. Carkhuff

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[1]Michael E. Carl, A Performance-Based Model for Training Paraprofessionals in a Teachers' Aide Role Portland State University, Oregon School of Education (Arlington, Va.: ERIC Document Reproduction Service, ED 111 825, July, 1975) pp. 1-57.

(1969) feels that the essence of any human relations program is the ability of the individuals who conduct it to function effectively in the helping role. He states that in effective helping, the helpee will ultimately be able to do everything the helper does, and at levels very close to those at which the helper is functioning. Carkhuff's conceptualizations have strong implications for a model of supervision for paraprofessionals.[1] We might gather from this statement, that after working with a trained teacher, the paraprofessional should be able to handle the class independently of the teacher, if the relations between the two were satisfactory.

Certainly the paraprofessionals have many persons to consider when they enter into the school system. There is the administration of the school, that much-maligned group of three or four who do what they can in the face of almost insurmountable difficulties, and with little sympathy or support from the faculty. Paraprofessionals will learn that people in administration and the secretarial staff will be so grateful for cooperation and support. Except in rare instances, if the paraprofessionals do their part

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[1] Lucinda E. Thomas, Supervision and Evaluation of Paraprofessionals. ERIC Document Reproduction Service, ED 130 174, 1971.

towards the administration and supervisors, there should be no problem of human relations from that quarter. Administration and office staff are very dependent on teachers and paraprofessionals to turn in material correctly completed and on time. With lunchroom workers, maintenance personnel, and school aides, courtesy and consideration are the key factors in good human relations. Trying to cooperate with personnel in the lunchroom, asking for supplies at convenient times for the school aides, and leaving the classroom clean and orderly insures good relations in these departments. The paraprofessionals' relations with their teachers and peers are a matter which they have to work out individually. While the teacher considers the paraprofessional a co-worker, and not a subordinate, the paraprofessional will realize that the teacher has more experience, and thus, will be guided willingly by the advice of the teacher. Working in harmony is necessary, but lines of authority must always be clearly drawn. If the teacher always treats the paraprofessional with consideration and courtesy, and is prone to making requests rather than to giving commands, in all probability the paraprofessional will be likely to cooperate well. In the presence of the students and their parents, a professional relationship should always be in evidence, between

the teacher and the paraprofessional.

It could be that the relationships with the parents might be one that could prove to be a problem. During conferences with the teacher, the paraprofessional can be briefed kindly and forthrightly on the professionalism that is always demanded of school personnel in dealing with both parents and students. At times, if a parent feels that he is not adequately answered by the teacher, he might approach the paraprofessional. Sometimes paraprofessionals are put upon by parents asking them details about what happened in the classroom with regard to their child. As the paraprofessional works specifically with certain children, parents ask paraprofessionals how the child is progressing. Sometimes they try to coax information from the paraprofessionals, or even to intimidate them. The paraprofessionals run this risk when they have corrected children or have punished them. Parents will ask the paraprofessionals about the teacher's conduct, what the teacher really said, or what the teacher really did. The paraprofessional must be prepared for all this.

Teachers can explain to paraprofessionals that at all times, their relationships with parents must be on a professional basis. They must be courteous, kind, but always discreet. Most times, it is better if teacher and

paraprofessional talk to a parent; in this way, the paraprofessional learns how to handle these touchy situations without revealing matter which is confidential regarding another child. Parents have to understand that neither teacher nor paraprofessional will discuss with them any other child or any other teacher, or the administration of the school. Paraprofessionals learn that when a complaint about a child must be made to the parent, it must be made in the kindest and most tactful manner possible, with a stress on the positive qualities the child possesses. Personal rancor, anger, antipathy for the child must never be in evidence. These are the facts; it is up to the parent to try to help the child improve. Parents may become angry and lose control; it is not fitting that this happen with the teacher or with the paraprofessional. They represent education; and this is not an educated way of dealing with a situation.

When a parent comes to receive the child's report and discuss it with the teacher in the parent-teacher conferences, the paraprofessionals should be present for these conferences, helpfully interjecting things which have come to their attention while working with the children.

During the parent-teacher conferences teachers and paraprofessionals have an excellent opportunity to interview

parents they do not see ordinarily. In a relaxed and friendly atmosphere, parents can be told if the child does not appear to be getting enough sleep, if he does not eat well in the school, if his eyes, teeth, or ears seem to need attention. Parents can be given lists of reading words, number facts, books that can be used to give children a little extra help at home. Certain TV programs can be recommended as helpful. Papers on good nutrition, including foods that would be helpful and those which are harmful to children can be distributed. The necessity of a good breakfast before the child comes to school can be emphasized. Teachers and paraprofessionals have been noting all these items in the classroom, and so are prepared to do something about them, when the appropriate moment arrives. The non-English speaking parent can often be helpful in the home with the child's reading in Spanish.

Another pivotal point of human relations is that of the paraprofessional with the students. Here again, although the paraprofessional will be warm and friendly, a certain amount of professionalism must always prevail in the classroom. Paraprofessionals will respect the children and treat them with courtesy, and they in turn, will expect the same kind of treatment from the students. Addressing

the student always by name, the student will address the paraprofessional as Mr. or Mrs. or Miss...as the case may be. Children must recognize in the paraprofessional, as well as in the teacher, the person of authority; not a repressive or rigid authority but an authority which is necessary for the good of all the students and of the entire school. What a pity that on all sides, respect for authority seems to be diminishing. Such a lack can only bring about chaos, unhappiness, and an inability to reach any positive goals. People who have a good self-image and are sure of themselves are not threatened by authority. They welcome it, and while not being obsequious, realize that decisions must be made and enforced. Hopefully both teachers and paraprofessionals are well-adjusted people who know how to accept, help, and work with those in authority.

Paraprofessionals will realize as they progress with their work, that children need acceptance and love. They will always be encouraging, expecting of the gifted child results consonant with his abilities; and encouraging the slower child in all his efforts. Well-prepared and interesting lessons should avert much of the problem of discipline. It is well to try every avenue of praise and reward for every little effort made in the right direction

before one begins to apply punishment. Paraprofessionals and teachers will study the children, and gradually will grow to understand the child, and what appeals to him most. Freedom and dignity must operate in the classroom, but there must be accountability as well.

The paraprofessionals will learn something of Skinner's Behavioral Reinforcements. The contingency rewards system (reinforcement) can be used for cooperation, attention, and for independent individualized work. Tokens or rewards are arranged for certain periods of the day, or for certain periods of time during which the child has been attentive, or has worked independently. Later in the day, tokens can be exchanged for some time at one of the centers where the learning games are kept. Or they can be exchanged for little tangible rewards which the judicious teacher keeps on hand. Besides tangible rewards given by teacher and paraprofessional, a social reward should be given at the same time: a word, a pat, a smile. Then,too, the children have their own individual folders which the teacher and paraprofessional see every day. The child can see his progress also, and receive intrinsic reward from the knowledge that he is performing well. For children who are more than ordinarily disruptive in class, perhaps a referral will have to made through the office for some

kind of specialized help from another agency. However, every avenue should have been tried before this final step.

Although the so-called "target group" of the paraprofessional numbers twenty, and these are children who have decided weaknesses in various areas, it is good also, for ten or fifteen minutes in the day, to encourage the paraprofessional to work with one of the gifted children. The gifted child can be further challenged in reading, mathematics, or perhaps in one of the more difficult learning games in one of the centers. He can work on some project for the district involving creativity and art; he can memorize some difficult part in a bilingual play. It is good for the paraprofessional to learn to challenge these students, and to realize how different the learning process is here. The teacher of the gifted must be well prepared indeed, and has a serious responsibility to challenge them to the utmost. Educators have not been sufficiently aware of the demonstrated possibilities of larger gains in reading rate on the part of all the gifted students when remedial methods suited to their ability and interests are employed.

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[1]J.C. Gowan and R.W. Scheibel, "The Improvement in Reading of Gifted Children," Educational Administration and Supervision 46.1 (Jan. 1960): pp. 35-41.

Extracurricular actibities of the paraprofessional might include the educational trips on which the children go. Strictly speaking, the paraprofessionals are not obliged to go on these trips. But these trips are an experience unique in themselves, and can be of much benefit to the paraprofessional. The paraprofessional will learn with what care for detail preparation for these trips must include. There are the letters which teacher and paraprofessional will work on together, making it bilingual, explaining to the parents the destination, purpose, and requisites for the trip. For two weeks in advance, teachers and paraprofessionals prepare children for the trip through lessons in science and in social studies, depending on where the trip will take place. Last year we went to High Rock Conservation Park in Staten Island. To prepare children for this beautiful experience, we devoted two weeks to the study of the types of animals, and how they fortified themselves for the winter. Part of their education for the trip would be dramatizations in both languages concerning conduct in the bus, consideration for one another, courtesy to the personnel who take them on the tours, courtesy to the teachers and parents who accompany us, and always attention to safety regulations and staying with the group. Paraprofessionals see what a

grave responsibility teachers assume when they take children on a trip. After the trip is over, another learning experience takes place, as children tell the class what they enjoyed most about the trip, and experience charts, and dramatizations, and stories follow.

An effective program for the paraprofessionals serves as a guide in preparing them to function in a teacher's aide role. It focuses on knowledge, skills, and attitude necessary for a teacher-aide to support a teacher's program and facilitate pupil learning. The effective paraprofessional develops competence in human relations, instructional activities, and basic skills. I have tried to concentrate on these areas in this section of the paper. Above all, the program worked out by teacher and paraprofessional should help paraprofessionals achieve their own goals..that of becoming competent and effective teachers.

CHAPTER IV

OUTCOMES

A. Evidence justifying my theory

1. Needed reform of teacher education
2. Ineffective use of paraprofessionals in many spheres
3. Further research on expanded roles of paraprofessionals

B. Results in terms of students' progress

1. Testing scores improved
2. Student's attitudes toward learning improved
3. Individual needs of students met

C. Evaluation of difficulties encountered

1. Attitudes of teachers
2. Problems in maintaining schedules

CHAPTER IV

OUTCOMES

Anyone familiar with the sorry state of schooling in America today will know that reforming teacher education is only part of an agenda in revising a general pattern of deteriorization. Undeniably, it is our socio-cultural fabric which schooling rather accurately reflects, which requires major reform. Yet schools are the major youth-serving agency, and teacher education reform is a vital piece of that large agenda. If the socio-cultural environment is chaotic, then teachers must be better prepared to cope with the implications of that. They are not. But they can be.[1]

One very effective way to reform teacher education is to send into the classroom personnel better prepared, more familiar with the situation inside and outside the classroom, and dedicated to ongoing education in their own professional lives. When former paraprofessionals become

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[1]William G. Monahan, "Some Straight Talk About Teacher Preparation," Educational Leadership 35.3 (Dec. 1977): pp. 202-205.

teachers, and they in their turn have paraprofessionals working with them, much that is static now in education should be open to change. Now, more than ever, additional qualified personnel is necessary to work in the classroom with the students.

At a time when many agencies are suffering cutbacks in funds and money for new and innovative programs is limited, the use of more paraprofessionals in the helping professions can be very important. Professionals and administrators involved in program planning should carefully assess the contribution of paraprofessionals to the programs. By using ingenuity and creativity, new roles for the paraprofessional can be found, and services expanded and improved. The increased use of paraprofessionals is an important step in meeting manpower needs of the helping professions.[1]

Reisman (1967) has termed these workers the "new marginal men" struggling for an adequate vocational self-concept.

This self-concept of the paraprofessionals and the finding of themselves in their role, I believe will be

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[1]Lucinda E. Thomas, Supervision and Evaluation of Paraprofessionals. ERIC Document Reproduction Service, ED 130, 174, 1971, pp. 1-6.

accomplished through guidelines or steps similar to ones I have outlined and further expanded in chapter three of this paper. It has been my experience in schools, that paraprofessionals often do not find themselves due to a lack of communication and understanding between them and the teacher with whom they work. I have seen paraprofessionals frustrated because they are not sure of what they should be doing in the classroom. They lack confidence because they do not know how to proceed independently once an assigned task has been finished. Often there is a certain fear of assuming too much authority, or of having problems with the children with whom they are working. When they arrive in the morning, they have no idea of what their program will be for the day, or even if there will be a set program. When they are assigned a group of children, they have no idea of how to approach the lesson, how to ascertain the weaknesses of each child, or even exactly what they should be teaching. I have seen so much waste of potential, teaching time, and have even heard incorrect items or facts taught to children by paraprofessionals. Sometimes, it seems that the paraprofessionals put in a certain amount of time legally in the classroom to receive their pay check, and time is used for preparing papers or studies which they need for college courses, or

in conferring with their peers. Certainly, days passed in this manner, are to say the least, not fulfilling for the paraprofessional; they are not productive for the children; they are not easing the teaching load of the teacher, and they are a pure waste of the taxpayers' money.

On the part of many teachers, there are problems also. There are teachers who do not wish another adult present in the classroom with them for the entire day. True, it is wearing to have someone else in the classroom for the entire day, and day after day. When the teacher is alone, it is possible that at times, efforts of the teacher slacken, and the children are not receiving the kind of education due to them. In order to utilize paraprofessionals adequately requires much extra time on the part of the teacher, additional planning, consultation, consideration, and many adjustments of schedule, proving at times, quite inconvenient. Instead of considering herself and her program for the day, the teacher must put another adult on the same line of consideration as the teacher. This is above and beyond the call of duty.

If the program with the paraprofessional is to be successful, the teacher must share much. The teacher will be willing to share ideas, techniques, materials, space.

The teacher must be willing to share something that money cannot buy...self and the talents one has. There is no extra pay for this added burden, only the satisfaction of knowing that one is doing a better piece of work than one could possibly do alone. Many times, the teacher will sacrifice his own convenience, feelings, and desires to give the paraprofessional added help, advice, or encouragement.

The teacher shares authority with the paraprofessional. Now, not only the desires of the teacher are to be foremost. Students realize that the paraprofessional also has authority. At times, the paraprofessional may have attractions for the students that the teacher does not... youth, a more pleasing appearance or personality, the ability to relate better to the students. Here is a possible threat to a teacher who is not a well-adjusted person. Teachers may harbor certain fears regarding the success of the paraprofessional. These are some of the problems that must be resolved on the part of the teacher.

When one is working in the ESL/bilingual program, one is always subject to the condition that at times, even though one has a paraprofessional in the classroom, certain children may be required to leave the classroom at a certain time each day, to participate in a special program

offered to students of non-English speaking background. To plan a schedule including reading groups for the teacher, target groups for the paraprofessional, and still have the time to include the students who are taken out of the room for special work, is a monumental task, and further complicates dealing with the paraprofessionals and establishing a satisfactory program for them. However, in spite of the difficulties which teachers and paraprofessionals must face and resolve together, I maintain that the paraprofessional is here to stay, and I will go a step further; I believe that it is necessary that the paraprofessional is here to stay.

Evidence supplied above in this paper demonstrates clearly the need for communication between paraprofessionals and their teachers, and the disastrous results which accrue when this does not take place. I have worked for many years in the classroom without a paraprofessional or help of any kind. Eight years ago, I solicited the aid of about twenty mothers who came at specified times to help me work with small groups of children so they could be given individual help. I found this program very rewarding. There again, it took time and effort to train the mothers, and the teacher always had to be available for help and consultation. But I did feel and results showed

that the children did advance much more rapidly than they would have if I had tried to teach them with no help at all.

When I transferred to another school, I found that it was impossible to secure volunteer mothers from my new area for socio-economic reasons. I worked in bilingual classes with never fewer than thirty-five students for the next three years. In my fourth year in the school, I was assigned a paraprofessional to work with me, one of the few new paraprofessionals assigned to our school. Over a period of the next four years, I developed the program for the paraprofessional and me which was detailed in chapter 5 of this paper. Each year it has been varied somewhat, and I believe that each succeeding year, it has improved. This last year has been my best in working with the paraprofessional. I feel the paraprofessional has learned more than the previous paraprofessionals, and I have no doubt that the class I had last year, has benefitted more from the program than any previous class. We compared the results of the pre-tests given in November with those of the post-tests given in May by the Bilingual Pupils' Services Program, and the improvement in the achievement of each of the students was truly remarkable. Test scores are in the appendix. The same type of results was evident in the

could with regard to their future professions. It seems to me that with more definite planning and sharing, many teachers would be able to say the same with regard to having the paraprofessionals working with them in the classroom.

The paraprofessionals related very well to the children. It stands to reason that if their choice is to be with children and to try to help them, that they would first of all, have to like children. Children sense the fact that they are liked. The paraprofessionals did very well in presentation of lessons to the children, and children responded to them positively. I have included a few samples of the lessons we planned together in the appendix of this paper. Little children who did not even recognize a letter of the alphabet when they came into the classroom, having never attended kindergarten, improved rapidly under the tutelage of the paraprofessional. At one point, a child came into the first grade from Puerto Rico. The child had never been in school before at all, and was already eight years old. I commended the child to the paraprofessional for private lessons during one half-hour each day. By the end of the school year, the child was beginning to read a little in Spanish, and was speaking and understanding some English. Projects of this magnitude

could never be undertaken by the teacher alone if there is no paraprofessional in the classroom. There are simply not enough hours in the day, even when the teacher devotes time outside of regular school hours to the neediest children.

I found that after having given the paraprofessionals a good start in each area of instruction, that afterwards they took off from here, and began to develop their own techniques, according to their own abilities and personalities. To me, it is fascinating to see development in a beginning teacher. When the paraprofessionals begin to gain confidence, they develop their own way of dealing with situations and find new and better ways of instruction. Towards the end of the scholastic year, it is evident that many of them could teach the class, and really have the situation under control. This is the aim of good training ...the ultimate independence of the individual and the ability to manage a situation on one's own.

In the Bilingual Pupils' Services Program, the field counselor visits the paraprofessionals on the average of once a month or more. They do not know when he is coming. The field counselor always wishes to see the group work in action with both teacher and paraprofessional engaged in their mini-groups. Actually, the whole of his

concentration is on the paraprofessional, as he observes the attitude of the paraprofessional with the children, the children's response to the paraprofessional, the methodology of the lesson, rapport evidenced, learning taking place, and the atmosphere in general. Afterwards he writes up his report on the situation as he views it. Then there is a conference between the paraprofessional and the counselor, in which they discuss together his observations, suggestions, and recommendations. At this time, there is opportunity for the paraprofessional to make known to him progress made, any difficulties experienced, aims, and goals. Then the field counselor generally talks to all the paraprofessionals in the Bilingual Pupils' Services Program (there are only four in our school), where paraprofessionals have the opportunity to discuss and explore together that which they find helpful, and that which they encounter as difficult.

In my opinion, the entire program fostered and sustained by the Bilingual Services Program of New York City is very positive, and is doing much to foster the talents of paraprofessionals by giving them excellent training and preparation for the day when they will become bilingual teachers. In the appendix, I have included some of the material they use in paraprofessionals' workshops, and

forms they use to evaluate the paraprofessionals' performance. I have also noted that paraprofessionals who form part of this program have unusual dedication and come to the classroom very well prepared. I hope the day will come when every bilingual classroom in every school, will be fortunate enough to host one of these excellent candidates.

At the middle of the year, and again at the end, an evaluation form is submitted to the teacher, on which the latter reports on what has been observed in the classroom in the day by day performance of the paraprofessional. The evaluation touches such items as personal appearance, punctuality, attendance at school, relationships with administration, teacher, parents, and students. The teacher is asked to comment on various aspects of the paraprofessional's ability to teach, improvise, follow directions, cooperate, and the paraprofessional's willingness to be involved in work that is above and beyond the call of duty. Several lines at the end of the paper give opportunity for the teacher to further comment or make recommendations. The evaluation is then signed by the teacher and also by the bilingual supervisor in the school. The bilingual supervisor in our school also is the assistant principal. The paraprofessional has the opportunity to examine the

the teacher's evaluation, and to question any points not understood. Actually I have found it helpful to do the evaluation with the paraprofessional. The paraprofessional is generally very sincere, quite conscious of any limitations present, and if there is an item not quite up to par, it is better if the paraprofessional can point that out to the teacher, rather than have the teacher record it after filling out the evaluation alone and without help.

Through this type of evaluation, much of the fear attached to evaluations and supervision is dissolved. The conference is friendly, honest, and open. Paraprofessionals wish to know their strengths and to face their weaknesses. They realize that through an evaluation during which they have the opportunity to focus in on areas in which they can improve, they are given what they really want - the opening to become a finer person and a more effective teacher.

CHAPTER V

CONCLUSION

A. Programs available for training of paraprofessionals

   1. Colleges and universities

   2. Work-study programs

B. Contributions possible through paraprofessionals

   1. The ESL/bilingual classroom

   2. Tasks of a non-instructional nature

   3. Needs of non-English students in poverty areas more adequately met

   4. Aid to the ESL program

C. Further use of this study

   1. Teachers who have paraprofessionals

   2. Studies at deeper level regarding the paraprofessional

   3. Encouragement for more discussions, conferences, and literature to be published on this subject

   4. Proposals for other funded programs involving the use of paraprofessionals

   5. Recommendations from other teachers to implement this study

   6. Recommendations from other professionals in the field of linguistics; sociolinguists, sociologists, psychologists, researchers, etc.

CHAPTER V

CONCLUSION

In conclusion we might state that FSL Bilingual classes are growing to be an accepted part of the educational programs in many parts of the United States, more especially in those inner-cities where there are large concentrations of non-English speaking peoples. It would be a difficult situation for the United States to accept wholeheartedly. In this country, well-rounded education does not seem to include the familiarity with another language and another culture. A vast percentage of our teachers do not speak a second language, and have never been exposed to living in another culture. As Christina Paulston, former president of TESOL so well expresses it, in the United States, there is not adequate socio-structural incentives for American parents to want their children to become bilingual.[1]

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[1]Andrew D. Cohen and Merrill Swain, "Bilingual Education: The Immersion Model in the North American Context," TESOL Newsletter 10.1 (March, 1976): 45-55.

Yet, if we consult the experts, we learn through them, that bilingual education while learning English as a Second Language is good for everybody. It is especially good for the relatively homogeneous and monolingual populations of the world, be they citizens of large or small nations. Indeed, the full fruits of bilingual education may yet be savored most satisfyingly in nations viewing themselves as reflecting but a single, unifying Great Tradition; precisely because they need not be propelled towards bilingual education by vexing, internal pressures for rudimentary, inter-group communication and amelioration of grievances.

In the past five or six years, bilingual education in the United States has been a program of interest and experimentation. In many instances, it has been uniformed, inexperienced, underbudgeted, and uncertain as far as stability is concerned. It is time we realized that mankind is not all of one cloth and reality, nor is it entirely according to the seemingly ubiquitous home-fashioned mold.[1] We have a long way to go. But our way will be enlightened by the sincere and honest preparation and searching of

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[1]Joshua Fishman, Bilingual Education; An International Sociological Perspective (Rowley, Mass.: Newbury House, 1976), p. 51.

prepared bilingual teachers and assisted by bilingual paraprofessionals, both groups with a solid foundation in linguistics, applied linguistics, and methodology in English as a Second Language teaching.

When the paraprofessional in the ESL/bilingual program is utilized effectively, individual needs and individual differences of the students are met. A satisfactory training program involves active participation of all paraprofessionals. Understanding and synthesizing child growth and development principles as well as knowing the specific duties of the paraprofessional are necessary components of a good training program. Further requisites include continuous interaction between professionals and paraprofessionals in order to reassess the needs of communities continuously for the formulation of new, immediate, and long term behavioral objectives. Based on these objectives, a variety of programs are prepared for workshops of varying sizes and lengths of time, and semester courses to meet the variety of needs. The needs of instructional aides in an urban area will be distinctive from the needs in other geographic localities. Program instruction must be couched within a framework of understanding the process of human behavior, and how children learn within a social-psychological environment. Reinforced consistently in the

role of the paraprofessional is the need for the students to identify with elements and people within the community. The bilingual paraprofessional will need formal training in the first language also, as often, even though one speaks, understands, and reads well in a language, one is not familiar with the constructions and syntax of the language.[1]

At the March 1969 San Antonio Conference on Bilingual/bicultural Education, sponsored by the United States Office of Education, some general guidelines were recommended for the recruitment, retention, and training of personnel for bilingual/ESL programs. Interestingly enough, some of the proposals have a familiar ring:

Colleges and universities be encouraged to implement high intensity language programs to better prepare future teachers for bilingual programs.

Efforts be made to retrain bilingual paraprofessionals as bilingual teachers.

The use of classroom aides be accelerated and improved; opportunities be made available for continuous

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[1]Linda Zalk, The Role of the Paraprofessional in Bilingual Education.(Paper presented at the National Conference on Urban Education, Kansas City, Miss., 1975). ED 132 218, 1975.

formal training of these aides towards the goals of certification and teaching degrees.

Adequate compensation be made for the special training, knowledge and experience of teachers in bilingual programs.

Teachers themselves be involved in planning bilingual programs to help assure both greater motivation to remain on the job and fuller contributions to the program.[1]

In addition, for the need to establish comprehensive recruitment programs, there is the problem of developing diversified training programs for all groups of bilingual teachers as well as for paraprofessionals. Such programs should stress literacy training for the teachers in the native language of the non-English speaking background students, intensive training in English, experience in teaching in one or both languages, undergraduate and graduate courses in education, and courses in the history and culture of the non-English speaking community served. It is questionable that all elementary teachers or paraprofessionals of Spanish-speaking parentage, can and do

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[1] E.M. Bernal, Jr., ed., The San Antonio Conference on Bilingual Education. (Sponsored by the U.S. Office of Education. San Antonio, Texas, March, 1969) pp. 61-63.

speak Spanish fluently enough. The tremendous emphasis on the learning of English and the lack of interaction in many instances with Latin American countries has gradually caused many teachers and paraprofessionals to forget the Spanish they once knew. In the second place, many who speak Spanish fluently simply have no notion of the linguistic composition of their own language.

Certain requisites should be assigned to the bilingual teacher, and should be part of the training of the bilingual paraprofessional who will serve in the ESL/bilingual classroom. Trainees should concentrate on linguistics and language in both English and Spanish. The studies of sociology and history should also be included. Recent TESL training programs have incorporated bilingual and bicultural features, for the stated purpose of giving the participants a clearer understanding of the problems of the non-English speaking child. Naturally, the continued training in these programs accompanied by in-service training by working with the teacher in the classroom constitutes the better way.

If one would ask just what then, is the value of having the paraprofessional in the ESL/bilingual classroom, one could say that such paraprofessionals fulfill a variety of needs. These paraprofessionals, while themselves

developing their own skills and those of their students, increase the effectiveness of the teachers, who know how to utilize their talents effectively. Paraprofessionals relieve teachers of tasks that can be performed satisfactorily by adults. These might include immediate grading of pupils' papers for their immediate return to students. Paraprofessionals can record marks, take attendance, check homework, and perform tasks that take on a secretarial nature in the classroom. Paraprofessionals free teachers so that they can spend more time directly involved in high-level teaching and learning activities as assessment of students' needs, inquiry teaching, encouragement of creativity, evaluation of student progress and personal guidance. Their presence permits both teachers and paraprofessionals themselves to be more personally involved with students. Having the paraprofessional share with the teacher in the classroom, improves the skills program, because although the teacher is involved in teaching and presenting these lessons, reinforcement will be greatly enhanced by the work of the paraprofessional. As paraprofessionals help the teacher in the responsibilities created by the non-teaching duties, the teachers will have more physical and mental energy to devote to the actual teaching. Paraprofessionals will feel more and more a vital part of the school organi-

sation, and will realize that the teacher depends on them. In response to this feeling that they are needed, they will be willing to accept direction and to accept more and more responsibility, as it will be a responsibility shared. With the presence of the paraprofessionals, their interest in the progress of each student, they will help students achieve what they are able to do, and to avoid the feelings of frustration and defeat.

In summary, I would like to reiterate that much of the responsibility for the effective utilization of the paraprofessional in the classroom lies at the door of the teacher. From the teacher, the paraprofessionals get their inspiration, help, and encouragement. The teacher's reception of the paraprofessional from the very beginning will augur just how the program is likely to work out. The teacher and the paraprofessional meet at stated times to discuss the work, concerns, additional materials, ideas, and techniques for meeting the needs of the students. At these meetings, discussions between the teacher and paraprofessional should be frank and open, thus building up confidence in the paraprofessionals, who know that the teachers are giving professional advice which will benefit them during their in-service interim and later on in their teaching career. During these conferences, the teacher will

be helpful with any unusual problems that may arise, and discuss role of the teacher and paraprofessional together in a cooperative approach to solve them. Much of a teacher's success will depend on the models they had when they were student-teachers, or in in-service training. The teacher would do well to remember this in all dealings with the paraprofessionals.

On the part of the paraprofessionals, too, we would expect a professional attitude towards this period of work in the classroom, as they continue their education. For them, it is an excellent opportunity to be more successful in their future career of teaching, and to learn all they can in the practical environment of the day to day work in the classroom. The time spent by the paraprofessionals in the classrooms to prepare for their future career is indeed precious. The serious and thoughtful paraprofessional will do much evaluating..and will do especially self-evaluation with the help of teacher and field counselor. The paraprofessionals thus, take advantage of a period of apprenticeship, during which they can decide, with help and advice, if teaching is really the work to which they wish to dedicate their future or not. If the decision is negative, this time is still not time lost; much will have been gained in experience and understanding of the process of

education, and of the grave difficulties facing teachers and administrators in achieving their goals. Time spent with children, too, will prove advantageous. We enter a classroom with the idea of teaching children; it is not long before we realize that children have much to teach us. The really wise person learns from everyone and from every situation.

As to evaluation, for a long time, autocratic administrators probably had too much power to control the destiny of faculty members and aides, without much more than their own intuition. On the other hand, the trend towards writing accountability and evaluation material in great detail, and providing teachers and aides with protection even in the face of poor performance, operates against high standards of education. Those who suffer are the children.[1]

If a doctor's patients do not recover, the doctor loses business; the same pattern should apply in education. Those who are not good enough should not continue in the classroom simply because they have been there before. This may work all right in a routine office. It is quite inadequate when it comes to teaching children. Naturally,

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[1] John G. Shoemaker, "Helping Teachers Grow," Independent School, (October 1977) p. 25.

in exploring evaluation of any teacher or paraprofessional, we do well by guarding against the old habit of going after weaknesses, and just assuming strengths in ourselves and others. Evaluation programs must pay attention to strengths, and to building on them towards the kind of professional growth and soaring that ideally we would like to have for our teachers and the paraprofessionals in the classroom. Evaluation should be a continuing process during the entire teaching career. Naturally, the goals and expectations of these evaluations will change in the course of the years. But it can always be said that in any of the professions, constant self-evaluation of the professional person, be it doctor, lawyer, dentist, nurse, psychologist or teacher must accompany performance. After several years of experience and several years of study to keep abreast of the constant developments in the professional fields, surely one should have changed considerably in methods, use of materials, breadth of vision. The paraprofessional should learn early in the teaching career that to stand still is to go backwards, and that self-education is a life-long process. Constant renewal is the price of competence.

The paraprofessional in the Pupils' Services Program is evaluated two times a year by the field counselor. This evaluation is made after several observations of the work

of the paraprofessional with small groups. A copy of this evaluation is found in the appendix of this paper. It includes items such as the activity in which the paraprofessional is engaged, materials used, lesson detail, and leaves a larger space to discuss with the paraprofessional progress made and problems encountered. The evaluation given to the teacher to fill out is more detailed and includes the items one would expect to find on a teacher evaluation; such as punctuality, professional manner, tone of voice, rapport with students, degree of preparation for lessons, receptivity to suggestions, interest in students, relationships with administration, teacher, and parents, and other relevant items.

We can say of paraprofessional evaluation what David Leshan says of teacher evaluation: "Teacher evaluation can be inefficient and threatening. Often it is concocted by people who are not teaching, or have never taught. The process itself - the supervisor observing the teacher - often has little to do with what is being evaluated. A negative evaluation can lead to loss of job. And evaluation forces us to face our own limitations." [1]

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[1] David Leshan, "Cooperative Evaluation," Independent School, October 1977, p. 26.

Herbert R. Kohl, author of The Open Classroom (1970) has this to say about evaluation.

> The failure of teachers is generally concealed in the life of the schools. Yet a major way teachers can learn to be more effective with young people is through facing their failures and making fresh starts. Supervisors treat the failure of teachers in the same way that teachers are supposed to treat the failure of students. The teacher is blamed for his failure and is left to correct it in the isolation of his own classroom. We have to move beyond the competitive judging of one another's work and support one another, share experiences, and develop a community of teachers within the school who can relate to one another openly and honestly.[1]

In answer to Herbert Kohl, some schools have instituted a cooperative evaluation system, whereby a teacher chooses a colleague with whom he is friendly and asks this colleague to perform with him a cooperative evaluation of his teaching. If a teacher whose work is inadequate, is inexperienced, poorly trained, or using the wrong approach, what he needs is evaluation not by a supervisor but by his peers and by those who are receiving his services. In applying this to the paraprofessional, it would seem that a combined evaluation made by teacher and paraprofessional, providing that the relationship between the two is whole-

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[1] Herbert R. Kohl, The Open Classroom, (New York: Vintage Books, 1970), p. 89.

some and trustful, would answer well the suggestions of Herbert Kohl. Paraprofessionals would not be intimidated and teachers would not be fearful of making the evaluation, if both work on it together.

Perhaps teachers who are not quite sure of how to utilize a paraprofessional in the classroom, would find some help in reading this paper. They will have other suggestions to add. Perhaps they will wish to eliminate or change some items. Be that as it may, the important item at present is that teachers and paraprofessionals together, work out a system that will apply in their own particular situation. It is important that this not be left to chance. It is the strong temptation of the teacher to reiterate that one is never sure in our school system of just what the day will bring, and therefore it is useless to plan with any degree of anticipation, or to set goals which are impossible of achievement. Yet, in spite of interruptions, changes in schedule, and unforseen turns in the day, one must plan well, and then adjust one's plans to the exigencies of the moment. Plans must be made, but they are made with a degree of flexibility, otherwise both teacher and paraprofessional will be frustrated.

More teachers should submit and discuss their plans of working with paraprofessionals during conferences,

meetings and discussions. Teachers should be more and more conscious of the value of the paraprofessionals, and that the very instability of the education system, rather than discouraging planning with the paraprofessional, should assure them of the growing necessity of having a paraprofessional in the classroom. The educational organizations to which we as teachers belong, often send us questionnaires as to what would be helpful topics for discussion at the next meetings. We should ask for talks, papers and demonstrations helping us to utilize the paraprofessional more to the advantage of the children. Principals and supervisors, in making their own evaluations of teachers, should include in them the effective use the teacher makes of the paraprofessional. A study like this one could be the topic of discussion at a school faculty meeting, a local, state-wide, or national education meeting. Many teachers all over the country could become more aware of the implications of the successful integration of the paraprofessional into the classroom...implications that affect the productivity of the teacher, the learning attitudes of the children, and the future of education.. since we always bear in mind that here, in the person of this paraprofessional, is a teacher who will influence hundreds and perhaps thousands of children in the future.

On June 23, 1978, critics of the system of education financing in New York State won a major victory in the famous Levittown vs. Nyquist Case. In an historic decision, Justice L. Kingsley Smith, of New York State Supreme Court in Nassau County, struck down New York State's system of school financing as a violation of both state and federal constitutions, and he ordered the state legislature to come up with a new system that would end the huge disparities in educational opportunity provided by the state's more than seven hundred school districts. The large city school boards had challenged the distribution of state aid to education, which is supposed to help less affluent districts meet their school costs. They argued that even though the cities may be wealthy in their real estate and the taxes they collect on it, they must provide so many municipal services to very large and increasingly poor populations, that they are not able to provide educational opportunity comparable to that received by non-city children. The cities argued that state-aid formulas which treat city-school districts the same as suburban districts and do not take this "municipal overburden" into account are unfair and unconstitutional. Moreover, increasing proportions of disadvantaged children also create "educational overburden." Children from poverty backgrounds tend to be

less ready for school, to suffer more frequently from physical and emotional handicaps, to require more in terms of educational and supportive services - to be, in short, more expensive to educate.

The Smith decision could mean much more help for large cities, especially in the inner-city areas. Of course, the Smith decision may be appealed, but even so, there seems to be more recognition of the fact that the system at present is full of inequities. If and when this educational financial help does come, one can only hope that it will be implemented by a larger number of paraprofessionals to work in classrooms in the inner-city districts. Hopefully it will mean more bilingual paraprofessionals in the ESL/bilingual programs. With a probable increase in the number of paraprofessionals, it will be more and more necessary that teachers will formulate many programs involving the expansion of their services. Hopefully, many experienced teachers will submit suggestions, papers, even books on paraprofessional training, as has been done in the past so prolifically, on the training of the teacher.

Studies in further amplification of this topic can include the area of the paraprofessional from the educational viewpoint of the psychologist, psychiatrist, philosopher, researcher in educational methods, researcher in ways

children learn, human relations, researcher in pedagogical areas, sociologists, linguists, socio-linguists, researchers in behavioral modification, and in countless other areas. Depths and varities of studies in this area will never be lacking. We have much work yet to do in the area of the paraprofessional. And this work will extend into areas other than education.

As ESL/bilingual programs increase, the need becomes more urgent for trained personnel at all levels to teach and administer them. With the development of techniques for training fully competent bilingual teachers, training programs are moving from a concentration on "crisis" content to a new, rich, and well-developed educational specialty. A broad course of study providing supervised internships or bilingual paraprofessionals, in bilingually programmed schools is gradually providing the basis for new degrees and experience in bilingual education. These courses, relating to the importance of the teaching of English in these programs include the role of language in the aspirations of minority groups, and a thorough course in linguistics and history of language.

With these developments in ESL/bilingual and bicultural teacher-training programs, the numbers of articulate, literate bilinguals in this country will continue to

grow..through paraprofessionals to teachers, then to administrators, guidance counselors, school psychologists, indeed among the entire range of educational personnel. It is these trained personnel, who in turn will share in the responsibility of producing the articulate, literate bilingual citizens of the future.[1]

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[1]Vera P. John and Vivian M. Horner, Early Childhood Bilingual Education (New York: Dell Publishing Co., 1970), p. 119.

APPENDIX OF MATERIALS

RELATED TO TEXT.

Puerto-Rican Discovery Day

Columbus sailed the ocean blue
In 1492
And when he crossed the deep deep sea,
He found this land for you and me.

Scene 1 — Columbus as a boy with his mother.

Columbus: I like to look at the ships, Mother. Some day I will cross the ocean.

Mother: You had better study your lessons and do your homework.

Columbus: Yes, Mother.

Escena Uno — Colon, el niño con su mama.

Colon: A mi, me gusta mirar los barcos, Mama. Algún día voy a cruzar el océano.

Mama: Tu tienes que estudiar y hacer tu tarea.

Colon: Si, Mamá.

Scene 11 — Columbus and his friends.

Columbus: I think the world is round. I can cross the ocean and get to the land of India.

Friends: You're crazy. The world is flat.

Columbus: You will see that I am right.

Escena 11 — Colon y sus amigos.

Colon: Creo que la tierra es redonda. Yo puedo cruzar el océano, y llegar a la India.

Sus amigos: Usted está loco. La tierra es plana.

Colon: Ustedes verán que yo tengo razon.

Scene 111 — Columbus with the King and Queen.

Columbus: Your Majesty, please give me money and ships to cross the ocean.

King: Yes, I think you are right. I'll give you ships and men.

Queen: I'll give you money. The land you find will

belong to Spain.

Columbus: Long live Spain.

Escena III Colon con el Rey y la Reina.

Colon: Su Majestad, favor de darme dinero y barcos para cruzar el oceano.

El Rey: Si. Creo que tiene razon Usted. Se los doy-navegantes y tres barcos.

La Reina: Se lo daré el dinero. La tierra descubierta será la nuestra, para España.

Colon: Viva España!

Scene IV Columbus and his sailors.

Columbus: Here are my three ships...the Nina, the Pinta, and the Santa Maria... All aboard, sailors... let's go!

Sailors: Let's go! We want to find India.

Escena IV Colon y sus marineros.

Colon: Aquí estan mis tres barcos...La Niña, La Pinta, y La Santa María.

Viajeros al barco...vamonos!

Navegantes: Vamonos...Queremos llegar a la India..Vamonos.

Scene V At Sea

Marinero No land yet, after all this time. Let's turn back!

We're afraid

Let's go back.

No land in sight.

Columbus: Sail on, and on, and on!

Escena V En el Mar.

Marinero: No hay tierra todavía...después de tanto tiempo.. Volvamos

Tenemos miedo!

Vamos a volver a Espana..

No hay tierra en la vista..

Colon: Sigamos, sigamos, sigamos..no vamos a volver.

Scene VI Land in sight.

Sailor: I see land in the distance!

Sailor: At last...there is land!

Thank God...we can see land...what a beautiful land...

I see people too...I hope they are friendly.

Escena VI Tierra en la vista.

Marinero: Yo veo tierra en la distancia!

Por fin! hay tierra!

Gracias a Dios! podemos ver la tierra..que tierra mas bonita!

Yo veo a la gente tambien! Espero que son amables.

Scene VII Puerto Rico..La Tierra de Borinquen

Columbus: What a beautiful land you have here. Today is November 19, 1493.

Agueybana: You are welcome to stay here with us.

Indians: welcome to Puerto Rico...La Tierra de Borinquen...

Escena VII Puerto Rico...La Tierra de Borinquen.

Colon: Que tierra mas bonita! Hoy es el 19 de noviembre, 1493.

Agueybana: Bienvenidos a todos. Pueden quedarse.

Tainos: Bienvenido a Borinquen..Tierra de los Tainos.

The Sound /ch/

Aim: To familiarize children with names of objects and articles in the classroom, to pronounce them and to identify them.

Sound: /ch/ as in chair, chalk, chocolate, cheese.

Grammar: Use of singular and plural of the verb correctly as it is affected by the number of the subject.

What is it? It's a .....
What are they? They're.....

Listening Skills: Teacher models: What is it?
It's a .....
What are they?
They're .....

Use of tape recorder to record children's questions and answers.

Children listen to names of objects: book, chalk, chalkboard, chair, desk, flag (U.S.) and (P.R.)

Speaking Skills: Children repeat names of objects.
Children repeat questions and answers.
They speak into the tape recorder.

Procedure: After listening to and repeating the names of the objects, children play a guessing game.

Teacher: What is it, Jose?
Jose: It's a pencil.

Jose: What is it, Maria?
Maria: It's a ruler. etc.

Children asking the questions come up and select the object they wish to question about. They may choose more than one, so child answering must use the plural.

Teacher then gives directions:

Jose, put the pencil on the desk.
Maria, please put the chair near the door.

Reading: Teacher has flashcards for objects in the classroom. She puts them in the card chart, with blank side facing out. Child comes up to choose a card, and identifies the object the card names. Then he puts the card back in the mail-box. (Play mailman).

Writing: Rexo-sheet with pictures of various objects...spread out flashcards on board ledge. Children copy under each picture the name of the object, using the flash-cards for guidance in spelling.

Culture: Salute the American flag...sing "My Country 'tis of Thee".
Salute P.R. flag. Sing Puerto-Rican national anthem.

Session IV - Lesson in Science

Aim: To present the four seasons of the year and to show how they differ from those of Puerto Rico

Sound: Short or unglided /i/ as in: winter, is, it, in, kittens, etc.

Jack and Jill went up the hill...
Three little kittens have lost their mittens...(also American culture.)

Grammar: Use of the adjective before the noun, as in Spanish, it generally follows the noun.

windy day
big trees
little rain

Listening Skills: Nursery rhymes. (Play record with nursery rhymes.)
Words with short or unglided /i/
pictures showing the seasons:

Now it is fall.
In the picture I see winter.
In the picture it is spring.

Speaking Skills: Children repeat nursery rhymes.
When shown a picture they say:

It is fall.
It is spring. etc.

Procedure: Present a picture of each of the four seasons. Turn them around and place them on board ledge. Child comes up and takes one, without knowing which one he is choosing.

He asks a child: What season is it, Juan?

Juan: It's winter.

Anatoly: It's spring.

Jose: Yes, it's spring.

Since Anatoly gave the correct answer, he now comes up and chooses a picture and repeats the exercise.

Reading: Be able to choose the proper flashcard to put under the proper season.

Writing: Children choose their favorite season, telling why it is, if possible, and draw and label it. Leave cards available, so children will spell the words correctly.

Culture: October 12 Dia de la Raza (Spanish)
Columbus Day...(American)

Notice Regarding a School Trip

Child's Name_____ Date

Dear Parents,

We are planning to take the children of Class 2-2/4 on a trip to the Bronx Zoo on Monday, June 19, 1976. We will be going by bus and plan to leave the school at 9:30 A.M. We will return to the school at 1:30 P.M. The children will then to back to the classroom with the teacher.

On that day children should bring bring a bag lunch with them so that they can eat at in school when we return from the trip. At the Zoo we will be visiting The World of Birds. Children should come to school at the regular time that morning--8:30--and go to the classroom as usual.

We need some parents to go with us on the trip to help us take care of the children, and we wonder if you could come with us. The more parents who come, the safer and more enjoyable the trip will be for all.

Please sign the bottom of this paper, and let us know if you can come with us. Also, please speak to your child about the good conduct and courtesy we will expect on the trip.

Thank you very much. Your child's teacher,

_____

Parent's name_____ Address_____

Phone Number_____ Apt. Number_____

Can you come with us?_____

Nombre del nino_____ Fecha

Estimados padres:

Pensamos en llevar a sus niños al Bronx Zoo, jueves, el 22 de junio, 1976. Salimos de aquí a las 9:30 A.M. en punto, y volvemos a la 1:30P.M. Después del viaje, los niños regresan a la clase con la maestra hasta la hora de la salida. Viajamos por bus. Los niños deben llevar su almuerzo en una bolsa de papel y lo comen en el parque. La parte que van a visitar se llama "El Mundo de los Pajaros". Los ninos deben llegar a la escuela a la hora de costumbre--8:30--y van directamente a la sala.

Necesitamos a algunos padres a acompañarnos al Zoo. ¿Podría Usted ir con nosotros? Favor de firmar la parte abajo de este papel, avisandonos si sea posible que Usted vaya. ¡Ojala que si!

Favor de hablar con su niño sobre el comportamiento y la cortesía que esperamos de todos durante el viaje. Es muy importante que el niño se quede siempre con el grupo suyo. Gracias por todo. La maestra de su niño,

_____

Firma_____ Podría ir con nosotros?_____

Dirección_____Apartamento___Teléfono_____

WHY THE LAB TESTS?

Legal Aspect: Consent Decree

The Consent Decree, entered into by New York City Board of Education with ASPIRA, requires an annual administration of the Language Assessment Battery Test.

On September 20, 1972, ASPIRA of New York, commenced legal action against the New York City Board of Education. The complaint alleged "that the children speak little or no English; that the schools they must attend offer soley or mostly instruction in English; that the results for these children are inadequate learning, lowered educational achievement and test scores, poorer rates of promotion and graduation, and an array of attendant consequences for college entrance, employment, civic participation, and the quality of life generally." The case was brought by and on behalf of youngsters born in Puerto Rico or of parents recently arrived from there.

The Consent Decree provides, among other things:

1. The Board of Education will design and implement an improved method for identifying and classifying children who are Spanish-speaking or Spanish surnamed according to their ability to speak, read, write and comprehend English and Spanish. (LAB Test)

2. Intensive instruction in English. (ESL)

3. Instruction in subject areas in Spanish. (Reading, Math, and Social Studies)

TEST: Language Assessment Battery (LAB)

Aim: The LAB Test is supposed to identify and clarify those students according to their ability to speak, read, write and comprehend English and Spanish.

Target: All surnamed hispanic pupils in New York City public schools.

Materials:
Level I (K-2)
Level II (3-6)
Level III (7-11) 12th grade students are not to be tested.

Level I - Examiner's Directions
Picture Stimulus Booklet
Student's Test Booklet for writing
Answer sheet for each student.

Procedure: Level I Test is invidually administered, and depending upon student, the test may take from ten to twenty minutes. Students are first tested with the English LAB, and if they score at or below the 20th percentile, they are tested in Spanish. If percentile rank is higher in Spanish LAB, then they should be given instruction in Spanish and participate in a Consent Decree Program.

Scoring: All LAB English and Spanish answer sheets are machine scored by the Office of Educational Evaluation. This same office provides computer printouts of LAB results for each school and each district office. The printed gum labels which contain test scores and percentile rank are to be affixed to each student's permanent record card.

LANGUAGE ASSESSMENT BATTERY - LEVEL I

SCHOOL CES 114 DISTRICT 9 Bronx GRADE CLASS 1-222 TEACHER McIlhenny DATE 3/9/78

NAME	GRADE CLASS	TEST 1 ENG.	TEST 1 SPAN.	TEST 2 ENG.	TEST 2 SPAN.	TEST 3 ENG.	TEST 3 SPAN.	TOTAL ENG.	TOTAL SPAN.	PERCENTILE RANK ENGLISH 10th	PERCENTILE RANK ENGLISH 20th	PERCENTILE RANK SPAN.
Arrendell, Elias	1-222	16	16	2	2	5	3	23	21		25	25
Caraballo, Donn	1-222	14	20	4	8	10	9	28	37		62	87
Escobar, Carlos	1-222	10	15	5	8	5	6	20	29		20	66
Gonzalez, Adail	1-222	14	16	0	5	4	6	18	27		12	55
Gonzalez, Alex.	1-222	7	17	3	8	6	6	16	31	5		71
Molina, Efrain	1-222	12	18	6	8	7	9	25	35		46	82
Munoz, David	1-222	14	18	1	3	6	8	21	29		25	66
Pena, Frank	1-222	15	20	6	7	10	8	31	35		71	82
Pineda, Richard	1-222	10	17	5	8	6	8	21	33		25	76
Ramos, William	1-222	7	16	2	7	5	7	14	32	3		73

LANGUAGE ASSESSMENT BATTERY - LEVEL I

SCHOOL, CES 114 DISTRICT 5 Bronx GRADE CLASS 1-222 TEACHER McElwaine DATE 2/9/72

NAME	GRADE CLASS	TEST 1 ENG.	TEST 1 SPAN.	TEST 2 ENG.	TEST 2 SPAN.	TEST 3 ENG.	TEST 3 SPAN.	TOTAL ENG.	TOTAL SPAN.	PERCENTILE RANK ENGLISH 10th	PERCENTILE RANK ENGLISH 20th	PERCENTILE RANK SPAN.
Vargas, Miguel	1-222	8	18	3	5	6	7	17	30	8		68
Vazquez, Anthony	1-222	14	20	2	5	9	7	25	32		46	73
Velazquez, Carmelo	1-222	13	0	6	5	8	6	21	27		25	55
Vera , Dayan	1-222	14	20	2	5	6	8	22	33		29	76
Colon, Janet	1-222	10	16	0	1	2	2	13	19	2		29
Colon, Lisa	1-222	10	17	2	5	9	6	21	28		25	62
Cortes, Wanda	1-222	17	17	3	2	5	7	25	26		46	51
DeJesus, Sharon	1-222	8	17	2	5	6	9	16	31	5		71
Feliciano, Maria	1-222	9	18	2	3	4	5	15	26	4		51
Feliciano, Monica	1-222	8	18	0	3	4	4	12	25	2		46

LANGUAGE ASSESSMENT BATTERY - LEVEL 1

SCHOOL CES 114 DISTRICT 9 Bronx GRADE CLASS 1-222 TEACHER McIlhenny DATE 3/9/78

NAME	GRADE CLASS	TEST 1 ENG.	TEST 1 SPAN.	TEST 2 ENG.	TEST 2 SPAN.	TEST 3 ENG.	TEST 3 SPAN.	TOTAL ENG.	TOTAL SPAN.	PERCENTILE RANK ENGLISH 10th	PERCENTILE RANK ENGLISH 20th	PERCENTILE RANK SPAN.
Holquin, Susie	1-222	13	20	2	5	7	7	22	32		29	73
Lequerica, Ana	1-222	10	17	1	5	7	7	18	29		12	66
Ortega, Cynthia	1-222	16	19	1	5	7	9	24	33		41	76
Pineiro, Denise	1-222	13	19	0	2	5	7	18	28		12	62
Rivera, Marisol	1-222	11	20	3	5	9	9	23	34		35	78
Rodriguez, Delmaliz	1-222	16	18	2	2	6	6	21	26		41	51
Roure, Nancy	1-222	13	20	2	2	5	7	20	29		20	66
Rosa, Lourdes	1-222	16	18	2	5	8	9	27	32		55	73
Rosa, Stacy	1-222	16	18	0	5	7	7	23	30		35	68
Sanchez, Erica	1-222	13	18	1	3	8	8	22	29		29	66

LANGUAGE ASSESSMENT BATTERY - LEVEL I

SCHOOL CES 114 DISTRICT 9 Bronx GRADE CLASS 1-222 TEACHER McIlhenny DATE 3/9/78

NAME	GRADE CLASS	TEST 1 ENG.	TEST 1 SPAN.	TEST 2 ENG.	TEST 2 SPAN.	TEST 3 ENG.	TEST 3 SPAN.	TOTAL ENG.	TOTAL SPAN.	PERCENTILE RANK ENGLISH 10th	PERCENTILE RANK ENGLISH 20th	PERCENTILE RANK SPAN.
Santiago, Jessette	1-222	13	19	2	3	7	9	23	31		29	71
Torres, Lydia	1-222	11	20	3	5	9	8	23	33		35	76
Tua, Dolly	1-222	16	20	2	1	7	7	25	28		46	62
Vazquez, Julie	1-222	15	19	0	2	4	5	19	27		16	55
Virnet, Victoria	1-222	10	18	0	6	5	7	15	31		4	71

LANGUAGE ASSESSMENT BATTERY - LEVEL I

SCHOOL CES 114X DISTRICT 9 Bronx GRADE CLASS 2-224 TEACHER Braden DATE 10/78

NAME	GRADE CLASS	TEST 1 ENG.	TEST 1 SPAN.	TEST 2 ENG.	TEST 2 SPAN.	TEST 3 ENG.	TEST 3 SPAN.	TOTAL ENG.	TOTAL SPAN.	PERCENTILE RANK ENGLISH 10th	PERCENTILE RANK ENGLISH 20th	PERCENTILE RANK SPAN.
Arrendel, Elias	2-224	11		0		4		15		1		
Escobar, Carlos	2-224	19		6		6		31		12		
Ramos, William	2-224	13		0		6		19		1		
Vargas, Miguel	2-224	18		7		7		32		16		
Colon, Janet	2-224	6		0		5		11		1		
DeJesus, Sharon	2-224	13		3		10		26		3		
Feliciano, Maria	2-224	18		1		6		25		2		
Feliciano, Monica	2-224	13		4		6		23		6		
Lequerica, Ana	2-224	20		2		7		29		5		
Roure, Nancy	2-224	17		1		5		23		1		

LANGUAGE ASSESSMENT BATTERY - LEVEL I

SCHOOL CES 114X DISTRICT 9 Bronx GRADE CLASS 2-224 TEACHER Braden DATE 10/7[illegible]

NAME	GRADE CLASS	TEST 1 ENG.	TEST 1 SPAN.	TEST 2 ENG.	TEST 2 SPAN.	TEST 3 ENG.	TEST 3 SPAN.	TOTAL ENG.	TOTAL SPAN.	PERCENTILE RANK ENGLISH 10th	PERCENTILE RANK ENGLISH 20th	PERCENTILE RANK SPAN.
Vazquez, Julie	2-224	20		7		7		34			24	
Viruet, Victoria	2-224	18		3		7		28		6		

BILINGUAL PUPIL SERVICES
B/E Function #0971665

_____
Field Service Counselor

Progress Report

1. BPA_____Ed. Associate_____Ed. Assistant_____ _____
Name

2. District_____School_____Class_____No. of Pupils____

3. Principal or School Coordinator_____

4. Cooperating Teacher_____

5. Time_____

6. Activity_____

_____

7. Materials used_____

_____

8. Conference with Cooperating Teacher_____
Coordinator _____
Principal _____
BPA/Paraprofessional_____

9. Progress and/or problems: _____

_____

_____

_____

10. Demonstration Lesson _____

_____

11. Related Activities _____

_____

THE CITY SCHOOL DISTRICT OF NEW YORK
66 COURT STREET, BROOKLYN, NEW YORK 11201
CENTER FOR BILINGUAL EDUCATION
BILINGUAL PUPIL SERVICES
ROOM 906
TELEPHONE #: 522-6941

PRE-TEST DATE Nov. 15, 1977 POST-TEST DATE 5/16/78

PARAPROFESSIONAL Mayra Gonzalez DISTRICT 9 SCHOOL 114X ROOM # 1-222

NAME OF TEACHER Ms. McIlhenny FIELD SERV. COUNSELOR Roberto Fuentes

PUPIL ASSIGNMENT TO PARAPROFESSIONALS

PUPIL'S NAME	LANG. DOM.	TESTS GIVEN		AGE	GRADE	TEST SCORES PRE-TEST		POST-TEST	
		REG.	MATH			REG.	MATH	REG.	MATH
1. Arrendell, Elias	Eng.	OC-1-LE	GA-ICE	6	1	28/35	6/15	35/35	11/15
2. Caraballo, Donn	Eng.	OC-1-LE	GA-ICE	6	1	33/35	11/15	34/35	14/15
3. Escobar, Carlos	Eng.	OC-1-LE	GA-ICE	6	1	26/35	9/15	34/35	11/15
4. Gonzalez, Adail	Eng.	OC-1-LE	GA-ICE	6	1	33/35	10/15	35/35	13/15
5. Gonzalez, Alexander	Eng.	OC-1-LE	GA-ICE	6	1	32/35	6/15	31/35	15/15
6. Molina, Efrain	Eng.	OC-1-LE	GA-ICE	6	1	34/35	12/15	35/35	15/15

PUPIL'S NAME	LANG. DOM.	TESTS GIVEN RDG.	MATH	AGE	GRADE	PRE-TEST RDG.	MATH	POST-TEST RDG.	MATH
7. Munoz, David	Eng.	OC-1-LE	GA-ICE	6	1	34/35	11/15	35/35	15/15
8. Pena, Frank	Eng.	OC-1-LE	GA-ICE	6	1	33/35	11/15	35/35	14/14
9. Pineda, Richard	Eng.	OC-1-LE	GA-ICE	6	1	34/35	8/15	35/35	12/15
10. Ramos, William	Eng.	OC-1-LE	GA-ICE	6	1	14/35	5/15	33/35	7/15
11. Torres, Dennis	Eng.	OC-1-LE	GA-ICE	6	1	31/35	5/15	Discharged	
12. Vargas, Miguel	Eng.	OC-1-LE	GA-ICE	6	1	30/35	7/15	32/35	12/15
13. Vazquez, Anthony	Eng.	OC-1-LE	GA-ICE	6	1	31/35	9/15	34/35	15/15
14. Velazquez, Carmelo	Eng.	OC-1-LE	GA-ICE	6	1	29/35	11/15	35/35	14/15
15. Vera, Dayan	Eng.	OC-1-LE	GA-ICE	6	1	34/35	9/15	35/35	14/15
16. Colon, Lisa	Eng.	OC-1-LE	GA-ICE	6	1	31/35	11/15	35/35	14/15
17. Cortes, Wanda	Eng.	OC-1-LE	GA-ICE	6	1	32/35	7/15	34/35	9/15
18. DeJesus, Sharon	Eng.	OC-1-LE	GA-ICE	6	1	29/35	7/15	30/35	11/15
19. Feliciano, Maria	Eng.	OC-1-LE	GA-ICE	6	1	27/35	6/15	35/35	11/15
20. Feliciano, Monica	Eng.	OC-1-LE	GA-ICE	6	1	30/35	6/15	35/35	11/15

PUPIL'S NAME	LANG. DOM.	TESTS GIVEN RDG.	TESTS GIVEN MATH	AGE	GRADE	PRE-TEST RDG.	PRE-TEST MATH	POST-TEST RDG.	POST-TEST MATH
21. Holquin, Susie	Eng.	OC-1-LE	GA-ICE	6	1	34/35	10/15	35/35	15/15
22. Lequerica, Ana	Eng.	OC-1-LE	GA-ICE	6	1	31/35	9/15	35/35	13/15
23. Ortega, Cynthia	Eng.	OC-1-LE	GA-ICE	6	1	33/35	9/15	33/35	11/15
24. Pinero, Denise	Eng.	OC-1-LE	GA-ICE	6	1	30/35	6/15	33/35	12/15
25. Rivera, Marisol	Eng.	OC-1-LE	GA-ICE	6	1	34/35	12/15	35/35	15/15
26. Rosa, Lourdes	Eng.	OC-1-LE	GA-ICE	6	1	33/35	13/15	35/35	14/15
27. Rosa, Stacy	Eng.	OC-1-LE	GA-ICE	6	1	19/35	6/15	35/35	15/15
28. Roure, Nancy	Eng.	OC-1-LE	GA-ICE	6	1	31/35	6/15	35/35	11/15
29. Sanchez, Erika	Eng.	OC-1-LE	GA-ICE	6	1	32/35	13/15	35/35	14/15
30. Santiago, Jessette	Eng.	OC-1-LE	GA-ICE	6	1	28/35	7/15	35/35	13/15
31. Torres, Lydia	Eng.	OC-1-LE	GA-ICE	6	1	33/35	7/15	34/35	14/15
32. Tua, Dolly	Eng.	OC-1-LE	GA-ICE	6	1	33/35	11/15	35/35	15/15
33. Vazquez, Julie	Eng.	OC-1-LE	GA-ICE	6	1	25/35	10/15	34/35	14/15
34. Velez, Ava	Eng.	OC-1-LE	GA-ICE	6	1	31/35	10/15	Discharged	

PUPIL'S NAME	LANG. DOM.	TESTS GIVEN RDG.	TESTS GIVEN MATH	AGE	GRADE	PRE-TEST RDG.	PRE-TEST MATH	POST-TEST RDG.	POST-TEST MATH
35. Viruet, Victoria	Eng.	OC-1-LE	GA-ICE	6	1	32/35	7/15	34/35	11/15
36. Colon, Janet								24/35	9/15
37. Rodriguez, Delmaliz								31/35	6/15

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